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Career Education: Parent, Teacher and Employer Ratings of General Goals and Specific Skills for TMH Curriculum Planning

University — Université

U of A

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

M. Ed.

Year this degree conferred — Année d'obtention de ce grade

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CAREER EDUCATION: PARENT, TEACHER AND EMPLOYER RATINGS OF GENERAL GOALS AND SPECIFIC SKILLS FOR TMH CURRICULUM PLANNING

by

© CARMEL FRENCH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN

SPECIAL EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1983

THE UNIVERSITY OF ALBERTA

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Date.....Aug. 30., 1983.....

Dedicated to my mother and

in memory of my father

ABSTRACT

Given the need to develop a comprehensive career education curriculum for Trainable Mentally Handicapped (TMH) individuals, this study investigated parent, teacher, and employer perceptions of the general goals, objectives and content of a career education program for this population. On a questionnaire, developed for the present study, ratings from parents and teachers of elementary and secondary level TMH pupils, from employers involved in work experience programs and employers not involved in such a program were compared. In addition, ratings were compared using the variables of sex of the TMH child, and years of teaching experience as well as number of special education courses completed by the teachers in the sample. Parents were also asked to state their future expectations for their child.

The two part questionnaire was completed by one hundred and six (42%) of the parents surveyed. Thirty-one (81.6%) of the teachers employed with the Edmonton Separate or Edmonton Public School systems, teaching TMH pupils, replied. Twenty-two individuals ,55%, from the employer sample responded. Of the number of employer respondents, fourteen were presently participating in work experience programs for TMH students.

Parents', teachers' and employers' perceptions of the goals, objectives and content of a career education program were generally consistent. Parents, however, more strongly supported the teaching of academic skills than did teachers

or employers.

A high degree of consistency was found among parents and teachers of elementary and secondary level TMH students, employers participating in work experience programs for the TMH and those employers who did not participate in such programs. However, a further breakdown indicated that teachers of secondary level TMH students were more in favour of mainstreaming, mandating a curriculum and beginning career education at the elementary level.

Sex of the TMH child and number of years teaching experience did not affect parent and teacher ratings on the questionnaire. However, teachers without special education courses perceived less need for career education programs to teach specific skills, sex education, hygiene, or computational skills.

More parents of elementary level TMH children than those of secondary level TMH children considered their children capable of living in an independent setting and obtaining competitive employment.

The high level of consistency in these findings between parents, teachers and employers is discussed relative to promoting the involvement of all three groups in the planning and development of appropriate career education programs for TMH students.

ACKNOWLEDGMENTS

The writer of this thesis would like to express her sincere appreciation and thanks to the following people:

Dr. L. Wilgosh, thesis supervisor, for her cooperation, assistance and encouragement throughout the preparation and completion of this thesis.

Dr. C. Yewchuk and P. Rafferty, committee members, for their valuable suggestions.

Edmonton Public and Edmonton Separate School Boards for demonstrating interest in this thesis topic and granting permission to carry out this study.

Parents, teachers and employers who gave of their time to complete the survey questionnaire.

Joanne Pagnucco, for her meticulous preparation of this thesis.

Finally, and most importantly, my husband Fred, for his constant love, understanding, assistance and encouragement during the preparation and writing of this thesis.

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I. INTRODUCTION

What happens after a trainable mentally handicapped (TMH) child enrols in a school program should concern all individuals who are involved with that child. Like all children, TMH children have diverse strengths and weaknesses and require educational programs to meet their individual needs (Cronk , 1982). Previous research and practice has focused on developing programs for groups such as educable mentally handicapped and learning disabled children rather than TMH children, who were, until recently, not educated in regular school programs (Bellamy, Peterson & Close, 1975). Because so little work has been done in this area and because of the increasing number of TMH children now attending daily school programs, this study will address some curriculum and program needs that apply specifically to TMH children.

Brolin (1978) noted that past attempts at programming did not adequately meet the vocational and community adjustment needs of most handicapped students. As an alternative, Brolin proposed a career education curriculum directed at teaching daily living, personal/social and occupational skills as well as basic academic subjects.

Brolin and D'Alonzo (1979) identified several unresolved issues in the career education. These issues were related to the definition and goals of career education as well as appropriate personnel training, and delegation of responsibilities. Other issues included whether career

education should be life or job centered and whether career education can be a separate program or one that permeates the whole education system.

Despite these unresolved issues, career education has been seen as a viable curriculum alternative for the TMH child because it focuses not just on academic and/or job skills, but on life skills. However, it is yet to be determined whether a career education curriculum such as the one outlined by Brolin and Kokaska (1979) can successfully meet the needs of the TMH population as viewed by those involved in their education - parents, teachers, and employers.

A. Background to the Study

In order to grow and develop, the Trainable Mentally Handicapped (TMH) need opportunities to participate in a wide variety of curricular experiences covering topics such as grooming, hygiene, occupational knowledge, and academic skills. These curriculum experiences are needed to develop the abilities and aptitudes of each TMH child. Cronk (1982) stated that these experiences should begin with the child's entry into a TMH program and continue at all levels until the completion of school, and into post-secondary training at vocational settings.

The Career Education curriculum model, as proposed by Brolin and Kokaska (1979), seems to meet the developmental

needs of the TMH child. It provides a unified approach to education for life, beginning with early childhood education and continuing through the adult years. Career Education, in Brolin's model, is defined as a total educational concept for systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social, and personal fulfillment.

Brolin and D'Alonzo (1979) suggested an approach to career education which emphasizes daily living, personal/social and occupation skills; promotes a partnership between school personnel, family and community representatives; and incorporates substantial career awareness, exploration, preparation, and placement experiences in the curriculum at all grade levels. D'Alonzo (1977) noted that few elementary and middle school curricula presently provide learning experiences which have a direct relationship to career education. Many programs, now offered to TMH students, are characterized by academic or work-study approaches that lack relevance to the majority of handicapped individuals. However, the career education approach proposed by Brolin and D'Alonzo (1979) is directed at the important skills and attitudes TMH students need for various life roles and settings. Those working with TMH children realize the necessity of having such career education programs available at all levels for all children (Brolin & D'Alonzo, 1979).

Brolin (1977, 1978) also pointed to the need for a cooperative effort between parent, school, and community. However, Daly (1966) noted that, traditionally, parents and and teachers have not worked cooperatively, in developing programs for TMH children. Considering this viewpoint, Barry (1982) examined teacher and parent ratings of the developmental levels, skills, and adaptive behaviors of TMH students. Results of the study indicated that no significant differences were exhibited between parent and teacher ratings in these areas. Barry's survey also indicated that parents and teachers agreed on many major points regarding the parent's role in career education, and modifications required of the present program used in local Alberta schools.

Barry's (1982) findings provided encouraging implications for programming for TMH individuals. Given parent and teacher agreement on the child's developmental level, skills, and adaptive behaviors, it may be possible for both groups to collaborate in identifying the necessary skills for implementing an educational program. Indeed, the National Association for Retarded Citizens (1977) contended that what the TMH child learns at school must be reinforced at home to be of any value. Involving both the parent and the teacher in curriculum development may broaden the TMH child's exposure to more meaningful, appropriate experiences at home and at school. As well, it may forge a uniting bond between the parent and the teacher in striving to meet the

needs of the TMH individual.

Brolin and Kokaska (1979) also maintained that the input of employers in a career education program is essential to help develop the social and vocational skills necessary to ensure successful job placement for the TMH individual. In fact, Piuma (1980) found employers willing to participate in the development of educational programs.

Thus, it would appear that educating the TMH child is a responsibility that parents, teachers, and employers may be willing and able to share. Yet rarely have the talents, opinions, and knowledge of the home, school, and community been utilized jointly to devise a curriculum for the TMH student (Cronk, 1982). If Brolin and Kokaska's (1979) career education model was used in its entirety, all three would be involved. TMH individuals have a basic right to such a comprehensive program. The passage of PL 94-142 (1979) in the United States and Section 15 of the Constitution Act (1982) in Canada has provided the TMH person with this basic right. However, present economic conditions have limited employment possibilities for all people in the work force. This limiting of employment opportunities will have a more profound effect on those with fewer marketable skills. As such, it is essential that TMH individuals develop the initial skills to enter the labour market (Kokaska, 1983). Career Education programs have as their goal the nurturing of competencies that would help the TMH reach their full potential and prepare them to take their place alongside

others in our society with the freedom to work in an occupation commensurate with their abilities (Brolin & Kokaska, 1979).

Given these issues, it is advantageous for education to address the possibility of having parents, teachers, and employers working in collaboration, to outline what curriculum components they consider necessary to help TMH students reach their full potential.

B. Purpose of the Study

The major purpose of this study was to compare parents', teachers', and employers' evaluations of the general goals and objectives of a career education curriculum for elementary and secondary TMH students. This evaluation was to determine if parental perceptions of the general objectives of career education for their children are comparable with those objectives perceived to be important by teachers and employers.

A second purpose was to compare parent, teacher, and employer views on what specific skills the school should be responsible for, to help the TMH child live and function independently in the community. By comparing parent, teacher, and employer viewpoints, the skills each considersimportant to include in a career education curriculumcan be determined.

A final purpose was to determine whether parents and teachers of elementary and secondary school age TMH children differed in their evaluation of the general goals and objectives of career education curriculum, and in their opinion on who should be responsible for specific skills. Differences may occur due to recent legislation affecting programming, which may have a greater impact at the elementary level because of these TMH students' increased exposure to new ideas .

C. Definition of Terms

Trainable Mentally Handicapped (TMH) - The American Association of Mental Deficiency (Grossman, 1977) defines this population as having an IQ of 36-51 as measured by the Stanford-Binet, or 40-54 as measured by the Wechsler Intelligence Scale for Children. In the context of this study, the definition utilized by the participating schools was those students with an IQ of 30-50 plus or minus 5 or those whose level of functioning, as assessed by a School Board placement team, is such that they will benefit from a trainable mentally handicapped program.

Career Education - A total educational concept which systematically coordinates all school, family, and community components, to facilitate each individual's potential for economic, social, and personal fulfillment, beginning with early childhood education and continuing through the adult

years (Brolin & Kokaska, 1979).

Teacher - Those teachers presently employed by the participating schools teaching elementary or secondary level TMH students.

Parent - Parents who presently have a child in a TMH elementary or secondary class in one of the participating schools.

Participating Employer - Employers presently offering full or part-time work experience to TMH students attending a program at one of the participating schools.

General Employer - Those employers who are not presently involved in a work experience program or employing a TMH student from one of the participating schools.

D. Overview of the Study

Chapter I has presented an introduction to the problem considered in the study, including the background to the study, a statement of the purpose of the study, definitions and the study overview.

Chapter II reviews the literature and research relevant to this thesis, concluding with the specific research questions explored in the study. Chapter III includes a description of the research instruments, the sample,the collection of data, and assumptions made in conducting this study. The procedures for analyzing the data, the analysis, and statement of results are presented in Chapter IV. The

final chapter, Chapter V, summarizes the findings and conclusions obtained from the study.

II. REVIEW OF RELATED LITERATURE AND RESEARCH

A. Introduction and Chapter Overview

Brolin and D'Alonzo (1979) noted a lack of goals and lack of a universally accepted definition for career education. They also identified other unresolved issues in career education such as whether career education should be life or job centered; whether career education can be a separate program or one that permeates the whole education system; whether personnel are receiving appropriate training; and finally, who should be responsible for implementing a career education program . These issues need to be discussed and resolved so that career education programs can effectively meet the needs of TMH children. Furthermore, the number of TMH children now attending regular school programs has increased due to better identification and diagnostic procedures, more inclusive educational opportunities, and to increased community and political pressure to serve handicapped children (Hayden and Haring, 1978; Kokaska, 1983).

This study addresses some of these issues, beginning with the aims and objectives of a career education program. An in-depth review of career education programs for TMH students follows.

The review also includes components that make up different career education programs, as well as literature and research related to the role of parents, teachers, and

employers in educational programming for the TMH. The role of academic skills and their function in a career education program is also examined. The chapter concludes with a summary and presentation of the research questions.

B. Career Education

Definition and Goals of Career Education

The past two decades have been marked by significant changes in the provision of education and rehabilitation services for handicapped individuals. Wehman (1981) noted some of the more significant changes in the United States, including the deinstitutionalization movement and passage of legislation such as PL 94-142 and the Vocational Rehabilitation Act of 1973, which mandated provision of free, appropriate public school education for all school-age handicapped individuals. Section 15 of the Canadian Constitution Act (1982) is expected to have a similar impact. Indeed Richardson's (1975) survey of 203 state institutions for the TMH population indicated that many institutions are now offering sheltered workshops or work activity centres for handicapped individuals. However, Etienne and Morlock (1971) noted that institutions are also attempting to return their residents to the community. To help the handicapped to survive independently outside of the institutions in the community, prevocational and vocational programs must be provided.

This changing philosophy, with its emphasis on helping TMH individuals to function adequately in vocational, family, and civic pursuits in order to lead a satisfying, meaningful, and productive life, has made it imperative for all involved with the TMH to expand their knowledge and revise their thinking about TMH curricula (Brolin & Kokaska, 1979). The development of a TMH curriculum is a complex task, and, as Daly (1966) noted, not without its problems. Some of the problems related by Daly (1966), included a lack of a clear purpose in education, lack of agreement between parents and educators regarding worthy educational objectives, and lack of systematic, appropriate instructional programs. Despite these lacks, it is the right of all handicapped children to have a program designed to teach the required skills that will enable each individual to reach his full potential, to obtain meaningful employment and to live as independently as possible in the community. A program attempting such goals, should begin early in the child's life to ensure that the TMH child has sufficient opportunities to attain these goals (Cook, 1983).

In order to accomplish the preceding goals, the program should be developmental, hierarchical, and sequential. In such a program, each TMH child would have the opportunity to receive continuous experiences that will develop his abilities and aptitudes (Reiss, 1974).

Gearheart and Litton (1975) viewed the educational development of the TMH child as consisting of three broad

stages: pre-school, school age, and adult. The rationale inherent in such a developmental sequence was taken to be that beginning programs at the pre-school level, provided the initial group-learning experience and foundation so important to the TMH child, because, as noted by Gearheart and Litton (1975) their learning was a tedious and difficult process.

Therefore, every opportunity to learn should be utilized, beginning at the pre-school level. In addition, proponents of the career education curriculum model view the process as sequential, with the curriculum beginning at the elementary level (Brolin, 1977; Brolin & Kokaska, 1979; Brolin and D'Alonzo, 1979; Clark, 1980).

Brolin and Kokaska (1979) presented the concept of career education as

> the process of systematically coordinating all school, family, and community components together to facilitate each individual's potential for economic, social and personal fulfillment (p.102).

Barry (1982) has reviewed the varying definitions of career education, from the narrow "preparation for the world of work" (Cullinan & Epstein, 1979), to the more inclusive type provided by Hansen (1977). For Hansen, career education is

> a person-centred, developmental, deliberate, and collaborative effort by educators, parents, and business-industry-labour-government personnel to systematically promote the career development of all

persons by creating experiences to help them learn academic, vocational, and basic skills, achieve a sense of agency in making informed career decisions, and master the developmental tasks facing them at various life stages through curriculum counselling and community (p.8).

Given the diversity of definitions, Barry (1982) concluded that there appeared to be no universally accepted definition of career education. However, for a career education program to be effective, it should be an ongoing, developmentally sequenced program with appropriate assessment, placement, and evaluation procedures. Such a program should involve the active participation of the home, school, and community in helping the TMH develop their potential for economic, social, and personal fulfillment. There is also a need for appropriately trained educators, who, with the cooperation of the home and community, will implement career education programs for the TMH at all school levels.

Career Education Programs for the Trainable Mentally Handicapped

The following curricula are indicative of recent program developments proposed for TMH students, to provide these students with the necessary skills to obtain an adequate level of economic, personal, and social fulfilment. Each program will be described and then evaluated relative

to Brolin and Kokaska's (1979) concept of career education.

Brolin (1978) recommended a competency-based curriculum design for handicapped students. Such a design should:

1. emphasize basic academic skills, as well as the acquisition of daily living, personal-social, and occupational skills;

2. involve a partnership between school personnel, family, and community representatives;

3. incorporate the elements of career awareness, exploration, preparation as well as placement and follow-up in the curriculum at all grade levels.

Based on the previous research by Brolin (1973), Brolin and Thomas (1972), and Brolin, Malever and Matyas (1976), Brolin organized the curriculum model into three primary categories: daily living skills, personal-social skills, and occupational guidance and preparation. Within these three curriculum areas, twenty-two major competencies have been identified to help in a more successful preparation of individual students for community living and working. These twenty-two competencies had been an outgrowth of a study by Brolin and Thomas (1972), surveying secondary special education teachers and randomly selected administrators to determine the curriculum emphasis that should be given to instruct retarded students in the four general areas of academic skills, activities of daily living, occupations, and psychosocial competencies. Based on this study, and on additional work, Brolin identified these competencies:

Daily Living Skills:

1. Managing family finances
2. Selecting, managing, and maintaining a home
3. Caring for personal needs
4. Raising children, family living
5. Buying and preparing food
6. Buying and caring for clothing
7. Engaging in civic activities
8. Utilizing recreation and leisure
9. Getting around in the community

Personal-Social Skills:

10. Achieving self-awareness
11. Acquiring self-confidence
12. Achieving socially responsible behavior
13. Maintaining good interpersonal skills
14. Achieving independence
15. Acquiring problem-solving skills
16. Communicting adequately with others

Occupational Guidance and Preparation:

17. Knowing and exploring occupational possibilities
18. Selecting and planning occupational choices
19. Exhibiting appropriate work habits and behaviors
20. Exhibiting sufficient physical and manual skills
21. Obtaining a specific occupational skill

22. Seeking, securing, and maintaining employment(p.30)

Brolin (1973, 1978) had focused career education curriculum on developing these twenty-two competencies. He also attempted to present a total approach to career education (Brolin & Kokaska, 1979), which included the following:

1. Competency based instruction, focusing on the daily living, personal-social, and occupational skills needed for successful community living and working;
2. Involvement of all possible school personnel in providing services in the least restrictive environment and designing subject matter to include career implications;
3. Considerable parent/family involvement for curriculum and instruction building, competency teaching, and community resource development;
4. Extensive use of community agencies and professional and civic organizations having personnel and resources for career education;
5. Use of a wide array of business and industrial resources both in and out of the school setting;
6. Systematically planned and sequenced career awareness, exploration, preparation, and placement/follow-up opportunities, which are available throughout the individual's lifetime;
7. Cooperative curriculum and instructional planning

by a variety of educators, students, parents, agency personnel, and members of business and industry;

8. Extensive in-service training of school, community, and family members for attitude, knowledge, and skills development so that cooperative efforts can be implemented and maintained;

9. Use of more instructional resources and materials that are now available for career education; and

10. Frequent and appropriate student evaluation to determine competency achievement and to plan instructional procedures. (p.367)

A similar and compatible model of career education, based on Brolin and Kokoaka's (1979) model, was proposed by Clark (1979, 1980). This model was based on four content area components designed for Grades K-12. While Clark's model focused on work careers, it gave equal importance to all other competencies. Clark was of the opinion that all competencies were critical for both career and worker roles. Such a curriculum would be based on the important elements of:

1. values, attitudes, and habits;
2. human relationships;
3. occupational information; and
4. acquisition of job and daily living skills.

These four elements change in their nature as pupils progress from grade to grade and as the sequence of

objectives are accomplished.

Hallett, Sype and Gates (1971) proposed a language based curriculum for the TMH that would develop useful and appropriate communication skills to enable the individual to achieve his full potential. This is an ongoing, or developmental program, which begins in pre-school and continues throughout the full range of school years. It is aimed at ensuring that the child has an opportunity to experience and utilize normal language, thereby facilitating appropriate social behavior by enhanced communication. By emphasizing personal and social communication skills, Hallet, Sype and Gates failed to develop their program to include many of the daily living and career education skills necessary for the TMH student to live independently. Unlike Brolin and Kokaska (1979), Hallet, Sype and Gates also limited parent and community involvement in developing and implementing their program.

Wisconsin State Department of Public Instruction (1973) developed an instructional program in basic living skills for the TMH student. The program identified the following instructional goals: to communicate ideas; to understand one's self and interact with others; to travel; to function in one's physical environment; to keep healthy; to live safely; to contribute to one's financial maintenance; to assist in homemaking; to appreciate beauty; and to be a reliable citizen. This curriculum is sequenced to meet individual needs and organized in a format that integrates

the content, resources, and processes of instruction. Many attributes of the Wisconsin curriculum are similar to those contained in the primary categories of daily living skills, and personal-social skills in Brolin's career education model. Unfortunately, the Wisconsin curriculum gives little attention to actual career awareness, exploration, or preparation. This lack of attention to career development may result in TMH individuals who do not have the means to support themselves where self-support is a realistic possibility.

Providing skills that contribute to vocational success is one of the major goals of a total curriculum proposed by Gearheart and Litton (1975). At the primary level, the skills of following directions, completing assigned tasks, and establishing school routines have been noted as essential by Gearheart and Litton. The intermediate level was seen as including individual work habits, skills of working with others, and developing a longer attention span. At the prevocational level, students would be primarily oriented toward the skills of assuming responsibility, whether at home or at school. The vocational level would provide experience gained in different employment settings. Gearheart and Litton also stated that work skills should be blended with the other curriculum areas that basically included: self-help skills, communication skills, physical education, personal-social skills, and functional academic skills. This continuous, integrated approach to career

education is aimed at achieving vocational and individual success for the TMH student. Like Brolin and Kokaska (1979), their program emphasized the key role of the parent in the education process. However, no mention was made of the community's involvement in this process.

Rusch and Mithaug (1980) introduced the survival skills concept, upon which they based their curriculum guide for handicapped individuals. Survival skills training attempts to reduce differences between people that may prevent the achievement of a fuller measure of self-sufficiency and fulfillment. Survival skills, directly related to job performance, were defined by Rusch and Mithaug as vocational skills, and all other skills, as social skills. The authors have drawn up a long list of vocational and social skills that they consider to be necessary for the handicapped individual to enter sheltered or competitive employment. Some of the skills include: maintaining proper grooming, communicating basic needs, displaying appropriate behavior, initiating contact with supervisors when assistance is needed, and using the public transit system. The survival skills program is not an ongoing program extending over all school levels. Instead, it is concentrated at the high school level. In addition, such personal skills as self-awareness, self-confidence, and interpersonal skills are not afforded the same degree of importance as in the Brolin and Kokaska (1979) career education program.

Other programs, such as the one proposed by Bucci and Hansen (1980), are based on vocational techniques. They used this approach because they interpreted research findings to support the notion that handicapped individuals can learn vocational tasks (Bellamy, 1976; Bellamy, Peterson & Close, 1975; Gold, 1972). The ultimate aim of their program was to place handicapped students into advanced vocational programs which would lead to sheltered workshop employment within the community. Their program utilized both task analysis and the principles of learning theory to teach functional skills. Specifically, instructional cues, feedback, and reinforcement are systematically provided and unacceptable responses are immediately corrected. The most critical differences between the Bucci and Hansen, and Brolin and Kokaska (1979) programs are the lack of community contact and the lowering of expectations for TMH individuals, by excluding them from opportunities for competitive employment.

The TMH assessment/curriculum guide designed by the Edmonton Public School System (1980) presents a well-organized, comprehensive curriculum encompassing basic areas similar to those covered by Brolin's (1979) curriculum model. The curriculum content has been divided into ten areas composed of six "core" areas and four supplementary areas. The core areas contain essential learnings for all TMH students, while the supplementary areas include learnings that are not essential for survival but valuable

in terms of experiences. Included in the core areas are: activities of daily living, social-emotional development, communication, cognitive development, motor development, and independent living skills. Supplementary areas include individual expression, environmental awareness, recreation and leisure, and family life education. The high ideals proposed in the curriculum content are supported with practical activities that enhance their occurrence. Paramount in the meeting of these ideals is a process whereby an intial general evaluation of each individual student is undertaken to determine individual strengths and weaknesses. The rationale for such a process is to facilitate grouping for instruction and long-range planning. In addition, the program emphasizes ongoing monitoring and assessment. Indeed, it provides a competency checklist to help note mastery of individual skills by each individual student. The Edmonton Public Assessment Curriculum also provides a task analysis of many of the skills, accompanied by a listing of strategies, management techniques, and suggested mateials needed to teach the associated skills, It is unfortunate that such a well-prescribed program, as outlined by the Edmonton Public School Board, does not directly address career development to the extent noted by Brolin and Kokaska (1979). Adding the notions of career development as supplied by Brolin and Kokaska should have a powerful impact on the work skills of TMH pupils. Despite the apparent lack of completeness of the Edmonton Public

School Board Assessment Curriculum Guide relative to career education, some attention is provided to this aspect through the work experience component of the independent life skills program.

Competitive employment training programs were proposed by Firth and Edwards (1982) and Wehman and Hill (1981). These programs emphasize the securing and retaining of competitive employment by the handicapped. In addition, the competitive employment teaching programs rely on the cooperation of the home, school, industry, and community to ensure that TMH individuals obtain job placements concomitant with their skills, interests, and needs. However, these competitive employment programs concentrated on TMH pupils at secondary school level instead of nuturing their skills throughout the curriculum, at all grade levels.

The curriculum guide for the TMH outlined by Alberta Education (1981), concentrated on providing students with training in the skills required to live effectively within the environment. Skills were outlined under three main headings: computation, communication, and living and vocational skills. The living/vocational skills section concentrates on developing skills and attitudes that supposedly enable the TMH student to function as optimally as possible in his own home, within the school, and in the community. Within the living/vocational skills are topics such as: understanding self and getting along with others; travel; safety; world of work; home management; money

management; motor development and physical activities; fine arts and individual expression; citizenship; and individual responsibility.

The computation section includes four units of instruction which are shapes and positionals; numbers; operations; and measurement. Functional listening; viewing; speaking; reading; writing; and spelling skills comprise the communication section. Both the computation and the communication sections are intended to help the student meet the objectives listed under the living/vocational skills section. All topics within the curriculum are developmentally sequenced, with the intent being to integrate such skills with the living vocational skills. Strategies are suggested for implementing these skills, with emphasis given to utilizing practical applications to make skills more meaningful for students. Although Alberta Education provided an introduction to the world of work at all levels of its program, and suggested work experience involvement at the upper level of its program, it did not develop the concept of career education to the degree noted by Brolin and Kokaska (1979). In addition, parent and community involvement was limited to providing information and service without any direct participation by these groups in the program. Perhaps increased involvement by parent and community groups would enhance the career education aspect of the Alberta Education program for TMH students.

The comprehensive approach to career education, outlined by Brolin and Kokaska (1979), was not present in its entirety in any of the other programs reviewed. Programs proposed by Alberta Education (1981), Clark (1979), Edmonton Public School System (1980), Gearheart and Litton (1975), and the Wisconsin State Department (1973) advocated similar curriculum content. However, with the exception of Clark's program, these programs did not develop the concept of career education to the extent proposed by Brolin and Kokaska. In addition, these programs did not involve the parent and community in their curriculum development as did Brolin and Kokaska. Other programs, such as those by Bucci and Hansen (1980), Hallet, Sype and Gates (1971), Rusch and Mithaug (1980), and Wehman and Hill (1981) have limited curriculum content. In fact, these programs were often vague in describing their curriculum content or failed to detail the specific curriculum components contained in their programs. Apart from that of Hallet, Sype and Gates, the programs also lacked a developmental sequence and concentrated on the upper grade levels of TMH students. These discrepancies point to the need for those involved with the education of TMH students to reach a consensus on the type of program as well as specific curriculum components required to meet the needs of the TMH student.

Many of the programs outlined seemed to contain competencies similar to those suggested by Brolin (1978). As well, many of the programs appear oriented to helping the

TMH student to successfully prepare for community living and working. Given this emphasis on preparing the student for community living and working, the next section will address the role of academic skills and occupational training in career education programs for TMH individuals.

C. The Role of Academic Skills and Occupational Training in Career Education

It is often assumed that TMH students are incapable of many academic and occupational tasks because of their limited intellectual ability as measured by standardized tests. This belief is supported by studies by Daniels (1973), Elkin (1968), Gage and Wolfson (1963), and Schreiner (1978) who found IQ to be a meaningful predictor of successful work and social adjustment among handicapped individuals. In contrast, Bae (1968) and Wagner and Capostosto (1966) stated that an individual's IQ was not a reliable indicator of vocational success nor did it relate to the work efficiency of individuals. In fact, Flexer's (1982) research found that the TMH responded positively to goal-setting procedures and could significantly increase their level of work productivity. Morris, Martin and Nowark (1981) also showed that the TMH increased their work performance when they were assigned more enriching jobs. Perhaps, as Gold (1973) suggested, expectations have been too low. His research indicated that service personnel should re-evaluate existing perspectives regarding the

capabilities of the handicapped, in order to develop techniques to increase the productivity rate of the TMH. Based on this hypothesis, Gold concluded that TMH individuals are capable of producing qualitatively and quantitatively at a level above what is presently expected of them.

A number of studies demonstrated that, with appropriate training, the TMH can be taught basic competencies. For example, Hall, Wildgen and Sherman (1980) and Clark, Boyd and Macrae (1975) have shown that mentally handicapped students can learn to fill out job application forms and exhibit appropriate non-verbal and verbal behavior. Brickley and Campbell (1981) successfully trained TMH adolescents to fill positions at fast food outlets, while Mather and O'Toole (1970) designed a program that trained TMH students in appropriate work attitudes and behaviors. Fleres (1975) and Ramsey and Fifield (1980) have provided a career exploration program for mentally handicapped individuals. Other examples of successful programs include work by Day and Day (1977) who taught TMH children independent recreational skills; Russell and Hardin (1980), and Edmondson and Wish (1975), who demonstrated the importance of developing sex education programs for the TMH; Vogel and Carmichael (1974) who provided instructional physical education programs for elementary TMH children; and Chern (1980), who taught the TMH adolescent home management skills.

Such research would appear to indicate that, with appropriate training, the mentally handicapped can master many tasks. However, the ability of the TMH pupil to master academic skills is still a controversial issue (Gearheart & Litton, 1975). Indeed, White (1976) stated that too much emphasis has been placed on teaching academic skills to TMH children. Nevertheless, some academic programs have met with success. One example is Worrall and Singh's (1983) method of teaching TMH children to read using picture-cues. Another example is provided by Nelson (1975) who developed an instructional program for the TMH pupil, utilizing money management skills.

Others, such as Hirshoren and Burton (1979) have failed to acknowledge the evidence that TMH children can be successfully taught academic skills. They claim that results indicating the successful teaching of academic skills to TMH pupils are inconclusive and perhaps misleading. In fact, Burton (1974) had stated that he saw little benefit in teaching TMH children academic skills. His conclusion was based on the belief that the TMH individual would never assume a self-directed role in society.

Gearheart and Litton (1975) have offered what might be termed a powerful challenge to teachers. They stated that the academic versus the non-academic issue for TMH pupils is not the real issue. Rather, as professionals, teachers should feel obligated to teach each child as much as that child can learn. Another tact has been taken by Cronk

(1982). She stated that, because TMH children have certain intellectual deficits which are assumed to limit their mastery of high level academic skills, a need for a special curriculum that accents practical skills for independent living as well as personal/social adjustment, exists. Cronk saw career education as providing the opportunity for children to learn, within the least restrictive setting, the academic, daily living, personal, social, and occupational skills necessary for attaining each child's highest academic, personal, and social fulfillment.

Several programs for the TMH advocate teaching TMH students functional academic skills, especially during the elementary years (Alberta Education, 1981; Brolin and Kokaska, 1979; Clark, 1980; Edmonton Public School District, Alberta, 1980; Wehman, 1980). Functional academic skills are seen as the foundation for subsequent learning of daily living and occupational skills needed for community living and working. Consequently, the academic skills taught will be those which are considered critical to the student's potential work environment. It is important to note that such an approach is not intended to de-emphasize basic academic instruction. Brolin and Kokaska (1979) realized the need to teach specific academic skills. However, the teaching of such skills is viewed as having a specific purpose beyond the more traditional purpose of mastering an activity or reaching a certain grade level. In effect, Brolin and Kokaska (1979) advocated teaching academic skills

in relationship to the previously listed twenty-two life-sustaining competencies proposed in their model of career education.

Apart from the content of career education programs, there is also a need to address the differing views on the role of parents, teachers, and community/employers in this educational process. Given that Brolin (1978) advocated a cooperative effort between these three groups, the next section of the paper will address their roles in curriculum development.

D. The Role of Parents, Teachers, and Employers in Educational Programming for the Trainable Mentally Handicapped

The Role of the Parent in Educational Programming for the TMH

Working with parents of handicapped individuals is a crucial part of career development. Kelly (1973) noted that extensive parental involvement in the educational process is now viewed as essential by many educators, while Alper (1981) considered parent input as an integral part of any educational program for the TMH. Training projects such as the Exemplary Services Project (Porcella, 1980) have found that with the school's assistance, parents can become part of the handicapped child's planning and implementing program team. This parent participation has aided the child in

making greater progress, because the goals and objectives of the school were consistent with those of the home.

The passage of The Constitution Act (1982) in Canada, and PL 94-142 in the United States, focused attention on the need to include parents in the decision-making process concerning their child's education. As a result, many curriculum approaches now advocate the inclusion of parents in the total educational process of their children. Brolin and Kokaska (1979) and Clark and White (1980) emphasized the important role of the parent in the career development of handicapped children. They viewed the parent as sharing and combining efforts with the school and community to prepare students for various career roles. The process of career development begins with the family, and educators should encourage continued participation and involvement by parents. Brolin and Kokaska (1979) also provided suggestions for parents relative to helping their TMH children achieve competency in the area of career development. These suggestions dealt with areas such as providing physical exercise, visiting job sites, assigning responsibility, working with school personnel, as well as becoming involved with curriculum development and other pertinent career education matters.

Gearheart and Litton (1975) also stressed the importance of early and continued parental involvement. They believed the curriculum content of TMH programs should include all experiences offered a child within his

environment. Since this includes the home as well as the classroom, parental cooperation and input was seen to be essential. Wehman (1981) has noted, in the event that parents' perceptions of a proposed program are not favourable, or, in the event that parents are unsupportive and uncooperative, there is little likelihood of placing the TMH individual in competitive employment settings.

However, few programs advocate complete parental involvement. Yoshida, Fenton, Kaufman, and Maxwell (1978) surveyed planning team members of programs for TMH students. They found that parents were information givers rather than partners in an information exchange. That is, parents were expected to give information about their children, however, teachers did not expect them to actively participate in making decisions about their children's programs. A comparable study was carried out by Lusthaus and Lusthaus (1982), who surveyed 200 Quebec parents with children in regular and special classes, to determine their involvement in educational decision-making regarding their child. The great majority of parents felt that they were involved in the sense that they discussed information about the decisions with school professionals, yet had no control over the outcome. However, results also indicated that virtually all parents wanted to be more involved in the educational process of their child. Rusch and Mithaug (1980), in their survival skills program, viewed parents as having a similar role -- as members of placement and evaluation teams

involving their own child.

The Alberta Education Curriculum Guide for TMH programs (1981) recognized the key role of the parent in the child's life. Therefore, it suggested that parents become involved in their child's education. Such involvement should be developmental, beginning at a very early stage. Furthermore, parents should be involved, in an individual manner, in the general planning of programs for their own children. While cooperation between the home and the school is considered an essential feature of the program, it is undertaken on an individual rather than at a group level. Parents work only with their own child's program, rather than with the specific content of the entire TMH program. The parental input on an individual basis has merit, but parents' knowledge and opinions could also be utilized in developing programs for the TMH. As a group, parents could advocate changes they consider necessary for their children's full development.

While the Alberta Education Curriculum Guide (1981) addresses the role of parents, Edmonton Public Assessment Curriculum Guide (1980) does not. The Edmonton Public Assessment Curriculum appears to be more a teacher-centered curriculum.

Hayden and Haring (1978) realized that for a TMH program to succeed, it must be concerned with the continuity and maintenance of each child's progress. In addition, the TMH program should account for the many more hours the

children spend at home. They suggested that parents be given training that would permit them to continue instructional activities at home, as well as actively participating in the classroom. As noted by Abramson (1979), intervention efforts that take place only in the school often have little long-term effect. The National Association for Retarded Citizens (1977) also encouraged parent training programs, pointing out that what the handicapped child learns at school should be reinforced at home. Indeed, studies by Mowry (1972) and Gordon (1978) indicated that school programs with strong parental involvement were more successful than programs with less parental support.

There is a growing trend for parents to become more involved in the educational process, particularly since school officials are coming to realize that school professionals, alone, cannot meet the expectations placed upon them by the public. As noted earlier, Barry (1982) found parents and teachers to be in agreement on rated student's skills, and on the roles parents should play in the school program. Barry also found that parents and teachers agreed on general additions that were needed in the present school curricula. Such agreement suggested that parents and teachers could collaborate in identifying more specific skills which can be included in career education programs for the TMH.

The Role of the Teacher in Educational Programming for the TMH

Career education programs for the TMH require teachers to fulfill a many-faceted role. These teachers must be skilled in informal assessment procedures; knowledgeable about teaching and training techniques; willing to advise and consult with other personnel, parents, and community agencies; and must be advocates for the rights of the TMH (Brolin and Kokaska, 1979; Clark and White, 1980; Wehman, 1981). Gearheart and Litton (1975) regarded the teacher as the most critical and vital variable affecting the learning of the retarded child. They went on to state that TMH teachers must be open-minded, skilled in public relations, assessment, program development, and implementation.

Bates, Renzaglia and Wehman (1981) have listed characteristics to help teachers evaluate the appropriateness of programs for handicapped children. The characteristics delineated were intended to guide teachers in designing programs for handicapped students of all ages and functional levels. Checklist items included the existence of specific objectives, functional activities, systematic instructional plans, regular data collection, periodic individualized education program revision, a detailed classroom schedule, provision for instruction outside the classroom, integrated therapy, small group instruction, interaction with the non-handicapped and provision for family involvement. Bates, Renzaglia and

Wehman hoped that these ideas would help teachers to decide on the critical parameters of their programs, thereby promoting better service delivery for handicapped students.

Teachers were also viewed as being the pivots of the program by Alberta Education (1981). The responsibility for integrating and making the curriculum more meaningful and practical fell on the teacher. The teacher was, and is, required to initiate and maintain contact with the home.

Cox and Winters (1971) described an evaluative-prescriptive approach to curriculum planning for the TMH which, once again, emphasizes the key role of the teacher. Their approach postulated that teachers could profit from direct involvement in the educational evaluation process. This belief was based on the hypothesis that, given direct involvement in the evaluative process, teachers would be able to determine individual educational needs, plan more effectively and, in turn, more adequately evaluate each child. In line with the preceding philosophy of teacher involvement, it is interesting that teachers are afforded a key role in the Edmonton Public Schools Assessment Curriculum Guide (1980). This guide outlines the role of each teacher in assessing children informally, implementing the program, and keeping constant checks on the child's progress. Kaplan (1977) took a similar stance and advocated the use of a student profile to plan for the development of individual and social sufficiency. This profile depended mainly on the teacher's evaluation of each trainable

student's strengths and weaknesses. Within the context of teacher planning, it is important that teachers monitor their involvement carefully and ensure an unbiased approach in their perceptions of each child's capabilities. Indeed, Alper and Retish (1978) cautioned teachers not to be unduly influenced by academic assessment information when making vocational decisions about their students. Instead, Sigler and Kokaska (1971) suggested that teachers must believe in the TMH student's ability to acquire and maintain a job. They went on to state that teachers should focus on the fact that the TMH are conscientious, efficient workers, capable of doing a variety of tasks. In support of this notion, Cohen (1963) and Weisenstein (1977) highlighted the need for teachers to prepare and plan educational programs that concentrate on desirable behavior patterns needed by the TMH adult in performing a productive role in society.

The demanding role expected of teachers in designing career education programs for the TMH student assumes teachers are well prepared, knowledgeable, trained, and interested in providing their students with skills necessary to develop into confident, independent individuals. However, a review of research by Reiss (1974) concluded that poor teaching was one of the main reasons why special education programs for the TMH have not been shown to facilitate social competency. Reiss noted that teachers were not adequately prepared or trained to assume the complex role of teaching the TMH. This lack of preparation has resulted in a

growing demand to improve special education training programs for TMH teachers at the university level (Johnson, 1976) and to provide in-service education for personnel already in the field (Cegelka, 1977). It is interesting to note that no studies were found that addressed teacher interest as a factor in effective career education programs for the TMH pupil.

Despite the preceding overview on the role of the teacher in planning for the career development of TMH pupils, and the need for professionally trained teachers versed in these aspects, it is well to remember that education involves the home and community as well as the school. Therefore, the next section will address the role of the community, in particular the role of the employer.

The Role of the Employer in Educational Programming for the TMH

An integral consideration of leaders in career education has always been the necessity of obtaining cooperation between business, industry, and education (Brolin and Kokaska, 1979). To accomplish this, educators must actively involve employers in career development programs at their outset stage. Early involvement of employers is to the educator's advantage since such early involvement develops a system of mutual trust, as well as a pro-active stance on foreseeing potential problems as opposed to a reactive position to problems that will

undoubtedly evolve during such a cooperative venture. Employers also can advise program directors of the competencies required to adequately prepare students for the ever-changing job market. In addition, employers provide a real source of hands-on experience to test the TMH student's interest in a job. In addition, Brolin and Kokaska (1979) have noted that employers provide the educator with a source of evaluation and training procedures to assess the students' capabilities for particular jobs.

A second perspective on the advantages of the early involvement of employers rests with the opportunity it provides educators to communicate the educational goals of these students. Indeed Alberta Education (1981) recognized the importance of integrating the various skills taught within the school, with practical, meaningful situations. Thus computation, communication, and living/vocational skills outlined in the curriculum guide are intended to be utilized by the student while in school, and while on the job, with placements in each setting reinforcing the other. It is unfortunate that, while the Alberta Guide addresses the importance of work experience and assumes the willingness of the employer to participate in work experience projects, no mention was made concerning the role of the employer in the planning process.

Wehman (1981) also stressed that extensive on-the-job training in real work environments was a necessary part of any comprehensive vocational training approach. However,

Wehman (1981) took care to note that, in order to gain work experience placements, the cooperation and input of employers was essential. Wehman saw this cooperation being introduced at the onset of the program, with continued open contact being maintained throughout the program.

Browning and Irwin (1981) noted that research in the area of vocational training of TMH pupils has been primarily directed toward those who remain in sheltered workshops. However, job training programs in competitive employment have been established by Rusch and Mithaug (1980); Stodden, Casale and Schwartz (1977); and Sowers, Thompson and Connis (1979). These are carefully designed programs that provide the basis for the training and placement of handicapped students in a variety of settings. The assistance of employers is enlisted to draw up the social and vocational skills necessary for successful placement, as well as to develop a work performance evaluation scale. Based on the knowledge gained from the preceding programs, it has been concluded that the development of comprehensive vocational training programs for mentally handicapped individuals must begin with some knowledge of the requirements that potential employers have for successful long-term employment in their occupational settings (Rusch, 1979). Educators must make an initial identification of those skills and behaviors required by potential employers. The importance of identifying these skills has been demonstrated by Smith's (1981) investigation, which found that over sixty-eight

percent of surveyed employers were willing to hire the mentally handicapped if they possessed the basic skills necessary for the job situation.

Following the philosophy of employer involvement, Foss and Peterson (1981) listed the following employer statements of requisite knowledge for students who were about to enter a work setting: the ability of the student to follow instructions, to react appropriately to criticism, to work independently, and to be capable of successful interpersonal relationships. These factors were noted as being the most relevant priorities for success in a work setting.

Buhr (1976) also outlined the personal characteristics that are generally considered to be essential to employability. Included were:

1. social skills such as self-expression, sociability, independent work skills, appearance, and teamwork;

2. time factors such as working at a consistent pace, punctuality, and working within a schedule;

3. performance skills such as accuracy, dexterity, direction, memory, and caution; and

4. tolerance for repetitive tasks, stamina, and perseverance.

Buhr went on to stress that classroom attention must be devoted to these four areas prior to job placement.

Despite this effort to identify the needed competencies, Foss and Peterson (1981) concluded that the mentally handicapped still experience a variety of problems

in work settings. Researchers have identified problems related to inappropriate social responses and social-emotional immaturity (Becker et al., 1979; Crosson, 1969; Kokaska, 1970; Nitzberg, 1974); a lack of stamina (Becker et al., 1979; Hoskin, 1977); a lack of perseverance (Kokaska, 1970); employer prejudices (Hoskin, 1977); lateness (Kokaska, 1970; Nitzberg, 1974); a lack of job interview skills (Nitzberg, 1974); and the inability to work without supervision (Hoskin, 1977).

Rusch (1979); Kohn (1977); and Nixon (1970) have noted that job opportunities for the TMH have been expanding to include competitive community employment. Therefore, the need has emerged to identify the various occupational, social, and behavioral skills required for successful employment. Through gaining an understanding of employer's needs, it may be possible to assist educators in dealing with these needs, thereby educating the TMH in the necessary skill areas to foster more ready acceptance of the TMH as employable adults (Smith, 1981). The involvement of employers in curriculum development may help alleviate some of the current lack of understanding noted by Foss and Peterson (1981), concerning prejudice by employers toward the TMH.

A move in this direction was instigated by Piuma (1980) who investigated the feasibility of utilizing community employers to assist in the writing of the curricula and to participate in the on-the-job training of handicapped people

from ages 13-17. Results showed that a majority of employers were willing to let their businesses be used as training sites for the TMH and to participate as consultants in the development of the training process.

Thus it would seem feasible and expedient to have employers participate, along with parents and teachers, in a collaborative effort to set up clear guiding principles and objectives for the education of the TMH. As stated by Weisenstein (1977), the complex job of providing career development for the handicapped is far beyond the capabilities of a single discipline. It requires the combined efforts of home, school, and community (i.e. employers) to provide the student with the personal, social, academic, and vocational competencies necessary for adequate career development.

E. Summary

Handicapped individuals are people of worth, capable of being productive (Leonard, 1970) and personally insightful (Foss and Boswick, 1982). Relegating all TMH to sheltered workshops has the potential to hinder the advancement of each individual's personal and vocational needs (Wehman, Hill & Koehler, 1979). There is a growing trend by parents, educators, and community business people to view the community as the future source of employment for mentally handicapped people.

With this increased attention on community based employment, an interest in the development of instructional methods that address the different avenues of work training and placement for the TMH has become paramount. All of those involved in the work related training of the TMH pupil must decide on the skills necessary for successful job placement as well as on how such skills can be incorporated into a curriculum.

Boyan (1978) considered it imperative that parents and professionals should both address the question "Where will this child live when he is 18?" The provision of an answer requires the involvement of parents, teachers, and community business employers. Such an involvement will help to ensure that the TMH pupil is being given every opportunity to develop independent living skills. The Brolin and Kokaska (1979) career education model seems appropriate for developing the necessary competencies for the TMH. Assessing the necessary components for a career education program, and developing general guidelines and objectives of such a program, becomes a main concern for those involved with TMH students.

F. Research Questions

Research Question I

Are parent evaluations of the general goals and objectives of a career education curriculum for elementary and secondary TMH students, as measured by the

Questionnaire, Part One, comparable to the evaluations by teachers and employers?

Research Question II

Do parents, teachers, and employers agree on what specific skills should be the responsibility of the school, to help the TMH child live and function independently in the community?

Research Question III

Do parents of elementary and of secondary school age TMH children differ in their evaluation of the general goals, objectives, and content of career education programs and future expectations for their TMH child, from elementary and secondary level TMH teachers, and from each other? A related question is whether there will be differences in parent ratings between parents with male versus female TMH children. Subsidiary questions relate to whether teacher ratings will differ between experienced and non-experienced teachers, and between teachers who have university training in the area of Special Education and those who do not.

III. METHODOLOGY

A description of the instrument employed, the sample, data collection methods, and the limitations of the study are outlined in this chapter.

A. Description of the Instrument

The Questionnaire

Following a review of the literature on career education, a questionnaire was developed reflecting the issues pertinent to the research questions of this study. The questionnaire was developed in two parts (see Appendix A). The first part dealt with the general aims and objectives of a career education program, while the second part was concerned with the specific skills that should be the responsibility of the school. In each part, a statement was given and recipients were required to circle a number which best described how they felt about that item. The five-point rating scale included the following categories:

1 - strongly disagree

2 - disagree

3 - indifferent or lack of a strong viewpoint on the item

4 - agree

5 - strongly agree

Additional space was provided for recipients to include comments on any of the items.

Items in Part One covered topics including parent interest and participation in career education programming; career education placement and assessment procedures; personal traning; and techniques used to implement the programs. General career education topics such as at what school level career education programs should begin; the number of TMH pupils that should be in each class; and community considerations for implementing career education programs were also included. Part Two dealt with specific responsibilities of the school in fostering independent community living skills for TMH pupils. It included questions related to functional academic skills; interpersonal and social skills; physical development; independent living skills; and appropriate work behaviors and attributes.

The same questionnaire was completed by all groups sampled in the study - parents, teachers, and employers. However, the parent and teacher questionnaires (see Appendix A) had a supplement attached to obtain additional information pertinent to the study.

Teacher Supplement

This supplement contained three questions dealing with the professional status of the teacher and included teaching experience, number of special education coursescompleted, and in-service experiences attended see Appendix B).

Parent Supplement

The parent supplement dealt with information on the TMH child's age, sex, school placement, and involvement in work experience programs. It also addressed parents' expectations of the general goals they held for their child's future (see Appendix B).

B. Description of the Sample

All of the teachers in the sample were currently employed with the Edmonton Separate or Edmonton Public School systems, teaching TMH pupils. Teacher questionnaires were distributed to twenty-eight teachers with the Edmonton Public System, and to ten TMH teachers with the Edmonton Separate System.

All participating parents had a TMH child presently enrolled in the Edmonton Public or Edmonton Separate System. Questionnaires were distributed to all pupils in TMH classes in the two school systems to deliver to their parents. Two hundred and fifty-two questionnaires were distributed.

Employers involved in the study formed two groups. Participating employers consisted of the group of employers who currently employ and a TMH student attending one of the Separate or Public School Systems, in a work experience program. Twenty employers' names were obtained from the school personnel responsible for coordinating these work experience programs. General employers formed the other group. Twenty of these employers were randomly selected from

the Edmonton Telephone Directory on the basis of operating a business within Edmonton similar to one of the corresponding participating employers.

C. Collection of Data

After obtaining initial approval from the respective Edmonton School Boards, participating schools in the Public and Separate Systems were contacted, by telephone, to explain the project, to obtain information on the number of TMH staff and students in each individual school and to obtain permission to meet with the TMH staffs. During the initial meeting, TMH staff were given their questionnaires, a letter explaining the purpose of the study, and a stamped, self-addressed envelope (see Appendix C). Questions and concerns of the teachers were answered. In addition, assurances of confidentiality were given. Teachers were also asked to distribute parent questionnaires to the TMH children in their class to take home to their parents. This method of distribution was chosen so that schools would not feel obliged to disclose information some parents might consider personal. In addition, this method avoided asking schools to release home addresses, thereby creating a potential invasion of parent privacy through the release of mailing addresses.

Parent questionnaires were distributed in individual envelopes along with the questionnaire, parent supplement, a letter explaining the intent and purpose of the study, and a

stamped self-addressed envelope (see Appendix C).

Participating employers' names and addresses were obtained from the teachers in charge of the work experience programs. All employers were then sent copies of the questionnaire, covering letters and stamped, self-addressed return envelopes (see Appendix C). Participating employers were sent different letters from those sent to the general employers. Both letters explained the purpose of the study and requested the employers' cooperation in filling out the questionnaire. However, the letter sent to general employers also gave some information on TMH children and the nature of work experience programs.

D. Limitations

1. The mailed survey method of data collection has several drawbacks. Some of these drawbacks are: a low response rate due to an inability to provide personal follow-up, which can give misleading results; and possible reactions that are elicited can be slanted due to a lack of understanding of the questions presented (Isaac & Michael, 1981).

2. The sample may not be representative of the populations surveyed.

3. The instrument developed may not have provided a valid evaluation of the items being surveyed. However, given that the literature on career education was extensively reviewed before drawing up the questionnaire, it was judged

that the items had content validity.

4. The method of distribution assumes that questionnaires were distributed by teachers and delivered to parents by their TMH child.

5. As no opportunity was provided to meet with parents and employers, it was assumed that they understood the purpose of the study as well as actual questionnaire items.

IV. ANALYSIS AND INTERPRETATION OF DATA

A. Data Analysis

Purpose of Data Analysis

This study investigated the extent to which parent, teacher, and employer perceptions of the general goals and objectives of career education program were comparable, as well as the extent of agreement between parent, teacher, and employer perceptions of the specific skills that are the responsibility of the school. In addition, variables such as sex and school level of the TMH children, years of teacher experience, and amount of special education teacher training were isolated for specific study relative to teacher and parent perceptions of the goals, objectives, and content of career education programs for the TMH. Employers actually involved in a TMH work experience program and employers not involved in such a program were also compared relative to their perceptions of the goals, objectives, and content of career education programs for the TMH pupil.

Statistical Analysis

A frequency count was carried out on the questionnaires utilizing Guildford's (1956) technique. Ferguson (1981) suggested that frequencies of responses on a five-point rating scale could be obtained in a percentage format. The percentage of participants in each group responding in the

five categories was tabulated for individual items. (Appendix E presents a breakdown of the number of parents, teachers, and employers responding in each category.) Then, percentages of those agreeing and strongly agreeing on each item were pooled to provide a summative figure of agreement, since the main purpose of the study was to determine whether parents, teachers, and employers agreed on the goals, objectives, and content of a career education program for the TMH student. Few parents (between 0 and 12.2%) and teachers (between 0 and 12.8%) responded in the "indifferent or no strong viewpoint" category, and were, therefore, not included in the data analysis . In fact, apart from items where there was a choice of responses, the percentage of parents and teachers responding in this category was less than 6%. Employers responded more frequently in the "indifferent or no strong viewpoint" category. However, responses in the category were only over 12% when the item dealt with topics pertaining to the home or to academic skills to be taught in school. Percentages of agreement were compared across the three groups of parents, employers, and teachers, as well as within different subgroups. The vastly unequal size of the groups, along with the limited number of employer responses did not allow differences in the groups to be compared by use of chi square. In this instance the chi square would have little statistical validity (Ferguson, 1981).

B. Results and Interpretation of Data

Table IV.I presents the number of questionnaires distributed and the percentage returned. Briefly, two hundred and fifty two questionnaires were distributed to parents with TMH children attending one of the participating schools. One hundred and six were returned by mail. Thirty-one of the thirty-eight available TMH teachers responded, while fourteen of the twenty participating employers, and eight of the twenty general employers returned their questionnaires by mail. The lowest response rates were 40% from general employer and 42% from parents of TMH children. However, Warwick and Lininger (1975) have suggested that a 40 to 50 percent return is considered good on mail questionnaires. Therefore, the overall response rates were considered to be representative of the parents, teachers, and employers surveyed.

Because no statistical procedures were carried out, levels of significance were operationally defined in order to facilitate discussion of the results. A high degree of agreement between groups was defined as 80% or more.

A breakdown by pupil sex and pupil level of school placement for parent questionnaires is presented in Table IV.2. Table IV.3 presents data gathered from the teacher questionnaires. These results were grouped by the school placement level of the TMH pupils, years of teaching experience, the number of special education courses the teacher had completed, and the number of inservice sessions

TABLE IV.1
QUESTIONNAIRES DISTRIBUTED AND RETURNED

PARTICIPANTS	QUESTIONNAIRES DISTRIBUTED	QUESTIONNAIRES RETURNED	PERCENT RETURNED
Parents	252	106	42
Teachers	38	31	81.6
Participating Employers	20	14	70
General Employers	20	8	40

TABLE IV.2
BREAKDOWN OF PARENT QUESTIONNAIRES RETURNED BY PUPIL SEX AND PUPIL LEVEL OF SCHOOL PLACEMENT

	T O T A L		
	RETURNED	MALE	FEMALE
Parents of Elementary Level TMH Children	49	29	20
Parents of Secondary Level TMH Children	59	27	30

TABLE IV.3
BREAKDOWN OF TEACHER QUESTIONNAIRES RETURNED BY SCHOOL LEVEL, TEACHING EXPERIENCE, SPECIAL EDUCATION COURSES COMPLETED AND INSERVICE TRAINING SESSIONS ATTENDED

	TOTAL RETURNED	NUMBER OF YEARS TEACHING EXPERIENCE		NUMBER OF SPECIAL EDUCATION COURSES COMPLETED			INSERVICES SESSIONS ATTENDED	
		1-5	> 5	0	1-5	> 5	1-5	> 5
Elementary Teachers	15	12	3	4	3	8	3	12
Secondary Teachers	16	10	6	5	5	6	1	12
TOTAL	31	22	9	9	8	14	4	24

*Totals do no always sum to 31 because no responses were recorded on some items.

the teacher had attended. It appears that a fairly equal distribution existed between parents of male TMH children and female TMH children, and between elementary and secondary level TMH pupils. Approximately 80% of the elementary teachers had less than five years of teaching experience while 62% of the secondary level teachers had less than five years experience. Typically, more elementary teachers (53%) in the sample had more than five professional courses. Only 37% of the secondary school teachers had more than five professional courses. Generally, inservice experiences were high for both elementary and secondary teachers. The study made no attempt to judge the quality of these experiences.

Parent, Teacher, and Employer Evaluations of the General Goals and Objectives of a Career Education Curriculum for TMH Students

The first research question concerned the rating by parents, teachers, employers of the general goals and objectives of a career education program for TMH students. Table IV.4 presents the percentages of parents, teachers, and employers in agreement with the items listed concerning the goals and objectives of a career education program. Analysis of this table indicated that over 90% of the parents, teachers, and employers surveyed stated that career education programs for the TMH should:

- be centered around the pupil's individual needs (Item #1)

TABLE IV.4
PERCENTAGE OF PARENTS, TEACHERS AND EMPLOYERS AGREEING ON THE GENERAL GOALS AND OBJECTIVES OF CAREER EDUCATION PROGRAMS FOR THE TMH

ITEM	PARENTS (106)*	TEACHERS (31)*	EMPLOYERS (22)*
1. Pupil centered	98.1	100	95.5
2. Parent's consent for placement	97.2	100	90.9
3. Encourage parent involvement	90.5	90.3	95.5
4. Pupil participation	90.6	83.9	86.4
5. Placement procedure	95.3	93.6	100
6. Regular assessment	92.5	96.8	86.3
7. Up-to-date student records	96.3	100	100
8. Use task analysis	91.6	100	81.8
9. Sequence skills	98.1	100	95.5
10. Initiate pre-school programs	86.7	96.8	81.9
11. Begin career education early in student's career	79.3	77.5	81.9
12. Consider geographic location	77.3	80.6	68.2
13. Use community resources	92.4	100	81.9
14. (a) Teach specific job skills	67	64.5	59.1
(b) Teach general job skills	76.4	80.7	81.8
(c) Teach academic skills	82.1	64.5	54.6
(d) Teach independent living skills	86.8	90.3	81.8
15. consider regular class placements	83.9	80.7	72.7
16. Ensure students have a marketable skill	88.7	71	72.7
17. (a) Teacher provide career guidance	40.6	67.8	50
(b) Guidance counsellor provide career guidance	36.8	38.7	50
(c) Both provide career guidance	84.9	67.7	81.8
18. Provide personnel inservice training	95.3	100	100
19. Logical curriculum format	92.5	100	77.3
20. Mandated curriculum	45.3	54.9	22.7
21. Set age limits to begin and terminate students from programs	60.3	61.3	27.2
22. (a) Prepare student in elementary years	63.2	61.3	82.8
(b) Prepare student in post-secondary years	36.8	32.3	18.1
(c) Prepare student in high school years	30.2	38.7	22.7
23. (a) Limits class size to 4-6	43.4	58.1	63.7
(b) Limits class size to 6-8	54.7	61.3	45.3
(c) Limits class size to 8-10	10.3	19.4	13.6

* Number of respondents

- have the parents' understanding and consent for placement (#2)
- set up a placement procedure involving parents and educators (#3)
- keeps up-to-date student records (#7)
- present skills in a logical, appropriate order (#9)
- provide inservice training for TMH staff (#18).

Over 80% of the parents, teachers and employers surveyed stated that:

- students should participate in discussions dealing with their job choices and future plans (#4)
- students should have a regular assessment process(#6)
- a task analysis approach for teaching should be utilized (#8)
- preschool programs should be initiated to assist parents of the TMH(#10)
- community resources should be accessed (#13)
- teaching general independent living skills should receive the main emphasis (#14d)
- a logical curriculum format for parents and teachers to use should be established(#19).

Substantial consistencies by parents, teachers and employers were found on these specific goals and objectives of career education programs for the TMH. These consistencies indicated overall agreement among the three groups. Results

such as these appear reasonable given the importance placed upon the identification and placement of students with special needs in the province of Alberta (French and Kysela, 1983). A high degree of consistency existed between parents, teachers and employers (approximately 80% in each group) on the importance of introducing the concept of career education early in the student's schooling(#11). A similar consistent finding existed regarding the need to: consider regular class placements if appropriate to the student's needs(#15); consider geographic factors relative to training and subsequent prospects(#12); concentrate on teaching general skills(#14b); and ensure that all pupils have a marketable skill prior to leaving school(#16). Such consistent findings point to the general agreement among parents, teachers and employers relative to the necessity of preparing TMH pupils for future job placements.

Eighty percent or more of parents, teachers and employers believed that career education programs should concentrate on teaching general (#14b) or independent (#14d) living skills while approximately 63% of the total sample favored the teaching of specific skills (#14a). The somewhat lower endorsement of specific skills may indicate that respondents considered an emphasis on specific skill would limit job opportunities for the TMH.

One area of difference between parents, teachers and employers was found on the question of academic skills (#14a). Of the parents, 82.9% suggested that programs should

concentrate on teaching academic skills as compared with 64.5% of teachers and 54.6% of the employers. (A discrepancy of 20% between group ratings was considered a significant difference.) It would seem that parents place more value on obtaining the basic traditional academic skills than teachers or employers. Perhaps parents also viewed having academic skills as essential for their TMH children to obtain a job and to live independently. Indeed, a number of parents commented on their questionnaires that too much time was spent on socializing and not enough time on teaching academic skills.

Slightly over 80% of the parents and employers viewed the task of providing adequate career guidance (#17c)to TMH students as the joint responsibility of the teacher and guidance counselor. However, 67.7% of the teachers responding to the survey viewed career education as a joint responsibility. It may be that teachers have tended to respond to the needs of their pupils without the assistance of a guidance counselor. However, further research regarding the precise role of the school counselor in career education for TMH students is warranted.

It is important to note that all three groups did not strongly endorse mandating a curriculum for all TMH pupils (#20). This aspect receives further clarification in the selection dealing with teachers of elementary and secondary level TMH pupils. In addition, 61.3% or less of all three groups were in favor of the setting of times to begin and to

terminate students in various programs (#21). This seemed to indicate that parents, teachers and employers believed that attempts to meet the needs of the TMH pupils should be flexible, beginning with the child's entry into a TMH program and continuing through adult life. While parents, teachers and employers did not strongly endorse mandating a curriculum for TMH pupils, 61% of teachers, 63% of parents and 82% of employers stated that preparation for career education programs should be undertaken at early elementary level (#22). Less than one-third of teachers and parents and less than one-fifth of employers suggested that such programs should not begin until the post-secondary or high school level.

Only 10% of parents, 14% of employers and 19% of teachers stated the number of TMH pupils per class should exceed eight to ten (#23). While many of the TMH classes in the participating schools had between eight to ten pupils, it would appear that parents, teachers and employers realize the need to have smaller student numbers per class to enhance the meeting of individual needs.

Results of Part One of the questionnaire indicated that parent, teacher and employer perceptions of the goals and objectives of a career education program for the TMH were generally consistent. Such a finding suggests potential for future collaboration between all three groups in setting up career education programs for the TMH.

Parent, Teacher and Employer Views on What Specific Skills Are the Responsibility of the School

Part Two of the research questionnaire dealt with parent, teacher and employer ratings of the specific skills that should be the responsibility of the school, relative to helping the TMH child live and function independently in the community (see Table IV.5).

The following skills were viewed as the responsibility of the school by over 90% of the parents, teachers and employers surveyed: how to

- handle money (#5)
- communicate in groups (#7c)and in school (#7e)
- utilize appropriate safety precautions on the job (#10c)
- understand the work ethic (#22)
- follow simple directions (#23)
- use appropriate social behavior on the job (#24b)and at school (#24d)
- obey and respect authority (#26)
- function as a team member(#28)
- attend work daily (#29)
- perform work tasks accurately (#30)
- be aware of time schedules (#31)
- remember basic requirements (#36)(i.e. job location)
- consistent, continuous on-task work performance(#37).

This agreement suggested that all groups considered the developing of appropriate work behaviors and habits as the

TABLE IV.5
PERCENTAGE OF AGREEMENT BY PARENTS, TEACHERS AND EMPLOYERS
ON THE SPECIFIC SKILLS THAT ARE THE RESPONSIBILITY OF THE SCHOOL

ITEM	PARENTS (108)*	TEACHERS (31)*	EMPLOYERS (22)*
1. Filling out application forms	83.1	90.4	77.3
2. Write a letter	80.2	70.9	63.7
3. Structured reading	91.5	74.2	54.6
4. Tell time	96.2	96.8	86.4
5. Handle money	94.3	96.8	95.5
6. Computational skills	87.8	80.7	68.2
7. (a) Communicate - at home	71.7	83.9	63.6
(b) Communicate - on the job	97.2	100	86.4
(c) Communicate - on the telephone	87.8	93.6	90.9
(d) Communicate - in groups	90.6	96.8	90.9
(e) Communicate - in school	95.3	100	90.9
(f) Communicate - in public	88.7	93.5	81.8
8. Leisure time activities	76.4	83.9	63.6
9. Physical education	84	87.1	77.3
10. (a) Indoor safety	78.3	93.6	68.2
(b) Outdoor safety	84.9	96.8	90.9
(c) On the job safety	89.6	100	95.5
11. Use of transportation system	84.9	90.3	86.3
12. Use of community resources	85.8	90.3	95.5
13. Sex education	72.5	64.5	77.3
14. Moral beliefs	66	58.4	59.1
15. Hygiene	80.1	87.1	96.5
16. Independent living skills	84	93.6	86.3
17. Good nutrition	88.8	96.8	95.4
18. Food preparation	87.8	96.8	86.4

CONTINUED....

* Number of respondents

TABLE IV.5 (Continued)
PERCENTAGE OF AGREEMENT BY PARENTS, TEACHERS AND EMPLOYERS
ON THE SPECIFIC SKILLS THAT ARE THE RESPONSIBILITY OF THE SCHOOL

ITEM	PARENTS (108)*	TEACHERS (31)*	EMPLOYERS (22)*
19. Citizenship responsibilites	88.7	96.8	95.4
20. (a) Interaction skills with family	74.5	83.9	54.5
(b) Interaction skills with supervisors	82.1	100	86.3
(c) Interaction skills with co-workers	88.6	100	95.5
(d) Interaction skills with friends	83.9	90.3	77.3
21. (a) Work with supervision	88.7	96.8	77.3
(b) Work without supervision	67.9	96.7	86.4
22. Work ethic	93.4	100	95.5
23. Follow directions	96.2	96.8	100
24. (a) Appropriate behavior - at home	75.4	74.2	59.1
(b) Appropriate behavior - on the job	92.5	96.8	95.5
(c) Appropriate behavior - social situations	84.9	93.6	94.4
(d) Appropriate behavior - at school	96.2	96.8	90
25. Work at consistent pace	86.8	100	90.9
26. Obey and respect authority	92.4	100	100
27. Accept criticism	86.8	96.8	85.3
28. Work on a team	95.3	96.8	90.9
29. Attend work daily	93.3	100	100
30. Perform tasks accurately	93.3	100	95.4
31. Be aware of time schedule	92.4	100	95.5
32. Fine motor skills	84.9	93.6	68.1
33. Job decisions	83.9	93.5	68.2
34. Tolerance	82.1	96.8	81.8
35. Physical stamina	80.2	93.6	86.3
36. Basic job requirements	94.4	100	100
37. Consistent on-task performance	93.4	96.8	95.5

* Number of respondents

responsibility of the school. However, while several teachers and parents considered these and other skills to be the responsibility of the school, teachers and parents also included comments on their questionnaires that indicated that the development of appropriate work habits should be a responsibility that is shared with the home. These skills, however, were considered by parents, teachers and employers to be essential to a career education program.

Other essential skills noted by over 80% of the survey respondents included:

- telling time (#4)
- communication skills on the telephone (#7c),in public (#7f) , and on the job (#7b)
- outdoor safety precautions (#10b)
- use of public transportation (#11)
- use of community resourses at ones disposal (#12)
- hygiene (#15)
- independent living skills (i.e. housekeeping) (#16)
- good nutrition (#17)
- food preparation (#18)
- responsibilities as a citizen (#19)
- positive interactions with authority figures and co-workers and friends (#20c&d)
- appropriate behavior in social situations (#24)
- accepting criticism with good grace (#27)
- tolerance for repetitive jobs (#34), and
- physical strength and stamina to stay on the job (#35).

High agreement on these skills seemed to indicate that parents, teachers and employers concurred on the importance of TMH students attaining these personal attributes and living skills so as to be accepted and independent individuals in society.

Parents (80% - 91%) generally rated the attainment of academic skills such as writing a letter (#2) (80.2%), reading (#3) (91.5%) and computation (#6) (87.8%) as high priority items in the school program. Teachers rated these skills somewhat lower (letter writing 70.9%, reading 74.2%, and computation 80.7%) while employers generally saw academic skills as less necessary (letter writing 63.7%, reading 54.6% and computation 68.2%).

Eighty-three percent to 93% of teachers generally stated that teaching leisure time activities (#8), indoor safety precautions (#10a), fine-motor skills (#32) and the ability to make on-the-job decisions (#33), as well as to work without supervision (#21b), were the responsibility of the school. The comparable percentages for parents on these items were from 79.9% to 84.9% . For employers, the percentages were from 63.6% to 86.4% . However, it should be noted that a limited number of employers were available to participate in the study (N = 22). Furthermore, employers more often circled category three (indifferent or no strong viewpoint). It would seem that parents placed more emphasis on a TMH program containing traditional academic skills, whereas teachers concentrated on skills that could be used

in everyday community life and in job settings.

While differences existed, it would appear that over 60% of all three types of respondents viewed these skills as being the responsibility of the school and, therefore, part of the career education curriculum.

Parents (72.5%) , employers (77.3%) and teachers (64.5%) judged sex education (#13) to be a responsibility of the school . All three groups classified the teaching of moral beliefs and social standards (#14) as a relatively low priority of the school (58%-66% agreement) as compared to such areas as hygiene or how to handle money .

Results on Part Two of the research questionnaire also illustrated that parents, teachers and employers were generally in agreement on the specific skills that should be the responsibility of the school, to help the TMH live and function independently in the community.

Breakdown of Perceptions of General Aims and Objectives of Career Education Programs by Teachers and Parents of Elementary and Secondary Level TMH Pupils as Well as Degree of Employer Participation

Table IV.6 presents a breakdown of the three main groups of parents, teachers and employers. This breakdown was to determine whether related subgroups differed in their perceptions of the general goals and objectives of a career education program for the TMH. Parents were divided into two groups consisting of parents with a TMH child at the

TABLE IV.6

PERCENTAGE OF AGREEMENT ON THE AIMS AND OBJECTIVES OF A CAREER EDUCATION PROGRAM BY PARENTS AND TEACHERS OF ELEMENTARY AND SECONDARY LEVEL TMH PUPILS AND BY PARTICIPATING AND NON-PARTICIPATING EMPLOYERS

ITEM	ELEMENTARY PARENTS (49)*	SECONDARY PARENTS (57)*	ELEMENTARY TEACHERS (15)*	SECONDARY TEACHERS (16)*	PARTICIPATING EMPLOYERS (14)*	GENERAL EMPLOYERS (8)*
1. Pupil centered	100	96.5	100	100	100	87.5
2. Parent's consent for placement	98	96.5	100	100	92.8	87.5
3. Encourage parent involvement	91.8	91.3	100	87.6	100	87.5
4. Pupil participation	89.8	91.2	96.7	81.3	92.9	75
5. Placement procedure	96	94.8	86.6	100	100	100
6. Regular assessment	91.9	93	93.3	100	85.7	87.5
7. Up-to-date student records	96	96.5	100	100	100	100
8. Use task analysis	91.8	91.2	100	100	78.6	87.5
9. Sequence skills	100	96.5	100	100	92.8	100
10. Initiate pre-school programs	93.8	80.7	100	93.8	85.8	75
11. Begin career education early in student's schooling	77.5	82.1	80	75	78.6	87.5
12. Consider geographic location	73.5	82.2	80	80.3	64.3	75
13. Use community resources	97.9	89.3	100	100	78.6	87
14. (a) Teach specific job skills	61.3	73.2	60	68.8	57.2	62.5
(b) Teach general job skills	73.5	78.9	80	80.3	85.7	75
(c) Teach academic skills	93.5	75.5	60	68.8	64.2	37.5
(d) Teach independent living skills	83.1	89.5	86.7	93.8	85.7	75
15. Consider regular class placements	87.8	80.7	66.6	93.8	78.6	74
16. Ensure students have a marketable skill	87.7	91.1	73.3	68.8	78.4	62.5
17. (a) Teacher provide career guidance	47	35	73.4	62.6	42.8	72.5
(b) Guidance counselor provide career guidance	40.8	32.4	46.4	31.3	42.8	62.5
(c) Both provide career guidance	85.7	74.2	80	56.3	78.6	87.5
18. Provide personnel inservice training	100	91.2	100	100	100	100
19. Logical curriculum format	98	87.8	100	100	88.6	75
20. Mandated curriculum	51.1	40.3	40	68.8	35.7	25
21. set age limits to begin and terminate students from programs	67.4	55.4	60	62.5	71.5	25
22. (a) Prepare student in elementary years	63.3	63.2	46.7	75	78.6	87.5
(b) Prepare student in secondary years	34.7	38.6	26.7	37.6	21.4	25
(c) Prepare student in high school years	24.5	35	40	37.6	35.7	37.5
23. (a) Limits class size to 4-6	53.1	35.1	73.6	43.8	57.1	75
(b) Limits class size to 6-8	57.1	52.7	60	62.6	42.8	37.5
(c) Limits class size to 8-10	4	15.8	13.4	15.1	13.2	14

* Number of respondents

elementary school level and those with a TMH child at the secondary school level. Teachers were separated into those who taught elementary level TMH pupils and those who taught secondary level TMH pupils. Employers were grouped by those participating in a work experience program and those general employers who were not participating in such a program.

The percentage of positive responses produced by these six subgroups were not different from those noted in the section on the three main groups -- parents, teachers and employers -- on most items. However, this breakdown provided further information on some issues (see Table IV.6). For example, it demonstrated that teachers of secondary level TMH students viewed the placement of a TMH student in a regular class for some subjects if it was appropriate to the student's needs (#15), more favorably than teachers of elementary level TMH students (93.8% versus 66.6%). This finding may be related to the notion that subject teaching rather than pupil teaching is more prevalent at the secondary level. Another potential reason for this finding is that teachers of secondary level TMH pupils, realizing that their students will soon be leaving school to live in the community, may view interaction with the regular class students as providing a beneficial model as well as providing exposure to everyday life situations.

Teachers of secondary level TMH students were more in favor of having a consistent, mandated curriculum to be used by the teacher for an entire group (68.8% as opposed to 40%

at the elementary level). This may reflect an unwillingness to program for individual needs at the secondary level. Another possible explanation may be that secondary teachers more readily appreciate the need for students to meet a common set of standards, given their imminent entry into the world of work. Mandating general levels for all groups helps the teacher set common standards that must be met. Given that the TMH secondary students are nearing the end of their schooling, their teachers may feel more pressured to have objectives and goals set. Teachers of elementary level TMH students preferred smaller class sizes (4 - 6) (#23a) than teachers of secondary level pupils (73.6%versus 43.8%) . In addition, less than 50% of elementary level teachers believed that TMH students should be prepared for career education programs in their early elementary school years (#22a) . This may indicate a desire on the part of elementary level TMH teachers to maintain small class sizes to facilitate individualized programs that focus on individual academic skill needs. However, the fact that over 75% of secondary level teachers agreed with beginning career education programs at the early elementary level suggested a need to address the concept of career development earlier in the TMH child's schooling.

For employers, the breakdown indicated that employers presently participating in work study programs were more in favor of teaching academic skills to TMH students (64.2% versus 37.5%), and in setting age limits to begin and to

terminate student programs (71.5% versus 25%) than were employers not participating in such a program . These results may indicate that participating employers have a more positive view of TMH children and their abilities because of their direct involvement with such children .

It should be noted that percentage rates of the teacher and employer groups could be misinterpreted when comparing them with the parent groups. This was due to the small sample size of the employer and teacher groups which could limit the generalizability of the results.

Respondents' Perceptions of Specific Skills That Should be the Responsibity of the School

Table IV.7 summarizes the findings relative to the percentage of agreement on the specific skills that are the responsibility of the school by parents and teachers of elementary and secondary pupils as well as by employers participating in work experience programs and those employers who are not involved in work experience programs. While the division of parents and teachers into the subgroups previously described did not produce any differences in their ratings of the specific skills considered to be the responsibility of the school, some differences were noted in the employer subgroups.

Seventy-one point four percent to 100% of participating employers stated it was the responsibility of the school to teach letter writing and fine motor skills, independent

TABLE IV.7
PERCENTAGE OF AGREEMENT BY PARENTS AND TEACHERS OF ELEMENTARY AND SECONDARY LEVEL TMH STUDENTS AND BY PARTICIPATING AND GENERAL EMPLOYERS ON THE SPECIFIC SKILLS THAT ARE THE RESPONSIBILITY OF THE SCHOOL

ITEM	ELEMENTARY PARENTS (49)*	SECONDARY PARENTS (57)*	ELEMENTARY TEACHERS (15)*	SECONDARY TEACHERS (16)*	PARTICIPATING EMPLOYERS (14)*	GENERAL EMPLOYERS (8)*
1. Filling out application forms	85.7	80.7	86.7	93.8	85.7	72.5
2. Write a letter	85.7	75.4	80	62.6	71.4	50
3. Structured reading	95.9	87.7	73.4	75.1	64.3	75
4. Tell time	98	94.7	100	93.8	85.7	87.5
5. Handle money	83.8	94.8	100	93.8	100	87.5
6. Computational skills	89.8	86	72.4	87.6	71.4	62.5
7. (a) Communicate - at home	75	58.4	86.67	81.3	64.3	62.5
(b) Communicate - on the job	100	84.8	100	100	78.5	100
(c) Communicate - on the telephone	87.7	87.8	86.7	100	85.7	100
(d) Communicate - in groups	89.8	91.3	93.4	100	85.7	100
(e) Communicate - in school	100	91.3	100	100	85.7	100
(f) Communicate - in public	89.8	87.8	86.6	100	78.6	87.5
8. Leisure time activities	79.6	73.7	80	87.6	64.3	62.5
9. Physical education	85.8	82.5	80	93.8	78.6	75
10. (a) Indoor safety	77.6	78.9	93.3	93.8	64.3	75
(b) Outdoor safety	85.7	84.2	93.3	100	85.7	100
(c) On the job saftey	89.8	89.5	100	100	92.9	100
11. Use of transportation system	83.7	86	86.7	93.8	85.7	87.5
12. Use of Community resources	83.7	87.8	86.7	93.8	100	87.5
13. Sex education	73.4	73.7	60	68.8	78.6	75
14. Moral beliefs	63.3	68.4	40	56.3	57.2	62.5
15. Hygiene	81.6	80.7	80	93.8	92.9	100
16. Independent living skills	87.7	80.8	86.7	100	100	62.5
17. Good nutrition	89.7	88.5	93.3	100	100	87.5
18. Food preparation	87.7	87.8	93.3	100	92.8	75

CONTINUED....

* Number of respondents

TABLE IV.7 (Continued)

PERCENTAGE OF AGREEMENT BY PARENTS AND TEACHERS OF ELEMENTARY AND SECONDARY LEVEL TMH STUDENTS AND BY PARTICIPATING AND GENERAL EMPLOYERS ON THE SPECIFIC SKILLS THAT ARE THE RESPONSIBILITY OF THE SCHOOL

ITEM	ELEMENTARY PARENTS (49)*	SECONDARY PARENTS (57)*	ELEMENTARY TEACHERS (15)*	SECONDARY TEACHERS (16)*	PARTICIPATING EMPLOYERS (14)*	GENERAL EMPLOYERS (8)*
19. Citizenship responsibilities	87.8	89.5	100	93.8	100	87.5
20. (a) Interaction skills with family	77.4	72	86.6	81.3	57.2	50
(b) Interaction skills with supervisors	85.8	79	100	100	92.9	75
(c) Interaction skills with co-workers	91.9	85.9	100	100	92.9	100
(d) Interaction skills with friends	87.8	80.7	86.6	93.8	85.7	62.5
21. (a) Work with supervision	91.9	86.89	93.4	100	77.6	75
(b) Work without supervision	73.5	63.1	93.4	100	87.7	87.5
22. Work ethic	95.9	91.2	100	100	100	87.5
23. Follow directions	100	85.8	93.3	100	100	100
24. (a) Appropriate behavior - at home	77.6	77.6	66.6	81.3	50	75
(b) Appropriate behavior - on the job	95.6	89.5	100	93.8	92.9	87.5
(c) Appropriate behavior - social situations	87.8	82.5	93.3	93.8	100	87.5
(d) Appropriate behavior - at school	100	92	100	93.3	92.9	87.5
25. Work at consistent pace	87.8	82.4	100	100	100	75
26. Obey and respect authority	98	87.8	100	100	100	100
27. Accept criticism	89.8	84.2	93.3	100	100	62.5
28. Work on a team	98	94.7	93.3	100	100	75
29. Attend work daily	100	89.4	100	100	100	100
30. Perform tasks accurately	98.9	91.2	100	100	100	87.5
31. Be aware of time schedule	95.9	91.2	100	100	100	87.5
32. Fine motor skills	85.8	84.2	100	87.6	78.6	50
33. Job decisions	81.6	86	86.6	100	78.5	50
34. Tolerance	83.6	80.7	93.3	100	78.5	100
35. Physical stamina	79.5	80.7	86.7	100	85.6	100
36. Basic job requirements	98	91.2	100	100	100	100
37. Consistent on-task performance	95.9	90.2	93.3	100	100	87.5

* Number of respondents

TABLE IV.8
PERCENTAGE OF PARENTAL AGREEMENT ON THE GOALS AND
OBJECTIVES OF A CAREER EDUCATION PROGRAM BY THE SEX OF THEIR TMH CHILD

ITEM	FEMALE (50)*	MALE (58)*
1. Pupil centered	98	98.2
2. Parent's consent for placement	94	100
3. Encourage parent involvement	90	92.8
4. Pupil participation	92.3	89.3
5. Placement procedure	92	98.2
6. Regular assessment	90	94.6
7. Up-to-date student records	96	96.4
8. Use task analysis	98.8	94.7
9. Sequence skills	97.9	100
10. Initiate pre-school programs	83.6	91.1
11. Begin career education early in student's schooling	81.6	78.5
12. Consider geographic location	73.5	82.2
13. Use community resources	91.8	94.6
14. (a) Teach specific job skills	65.3	79.6
(b) Teach general job skills	87.7	69.6
(c) Teach academic skills	87.7	78.6
(d) Teach independent living skills	85.7	89.3
15. Consider regular class placements	81.6	87.5
16. Ensure students have a marketable skill	89.8	89.2
17. (a) Teacher provide career guidance	42.9	39.3
(b) Guidance counselor provide career guidance	36.7	37.5
(c) Both provide career guidance	81.7	89.3
18. Provide personnel inservice training	98	94.7
19. Logical curriculum format	91.9	94.6
20. Mandated curriculum	47.2	44.6
21. Set age limits to begin and terminate students from programs	63.3	59
22. (a) Prepare student in elementary years	59.2	67.9
(b) Prepare student in secondary years	42.9	32.1
(c) Prepare student in high school years	36.7	25
23. (a) Limits class size to 4-6	36.7	50
(b) Limits class size to 6-8	59.2	51.7
(c) Limits class size to 8-10	12.2	8

* Number of respondents

TABLE IV.9
PERCENTAGE OF PARENTAL AGREEMENT ON THE SPECIFIC SKILLS
THAT ARE THE RESPONSIBILITY OF THE SCHOOL BY SEX OF THEIR TMH CHILD

ITEMS	FEMALE (50)*	MALE (56)*
1. Filling out application forms	81.7	85.7
2. Write a letter	89.6	82.2
3. Structured reading	89.8	94.7
4. Tell time	100	95.6
5. Handle money	97	92.6
6. Computational skills	89.9	87.5
7. (a) Communicate - at home	68.3	78.6
(b) Communicate - on the job	98	98.2
(c) Communicate - on the telephone	85.7	91.1
(d) Communicate - in groups	89.8	92.9
(e) Communicate - in school	95.9	96.4
(f) Communicate - in public	88.6	94.6
8. Leisure time activities	78.5	76.9
9. Physical education	89.8	80.3
10. (a) Indoor safety	77.6	80.3
(b) Outdoor safety	85.7	85.7
(c) On the job safety	91.9	89.2
11. Use of transportation system	85.7	85.7
12. Use of community resources	89.8	84.9
13. Sex Education	75.5	73.3
14. Moral beliefs	67.4	66.1
15. Hygiene	81.6	82.1
16. Independent living skills	85.8	83.9
17. Good nutrition	89.8	89.3
18. Food preparation	89.8	87.5
19. Citizenship responsibilities	91.9	87.5

CONTINUED....

* Number of respondents

living and interaction skills, as well as the ability to work at a consistent pace, to accept criticism, work on a team, and make job decisions . The comparable percentages for general employers on these items were from 50% to 75% .

Conclusions based on these results should be viewed with caution because of the limited number of employer respondents, especially in the general employer category .

Parent Ratings by Sex of Their TMH Child

The parent group was subdivided into those whose TMH children were male and those whose TMH were female, to determine any differences in: 1. parent's rating of the general goals and objectives of a career education program, 2. parent's opinion of the specific skills that are the responsibility of the school. Results indicated that parents did not differ significantly in their perceptions of the general goals and objectives of a career education program whether their TMH children were male or female (Table IV.8). In addition, no significant differences, defined here as a discrepancy of greater than 20% between ratings, were noted between parent's ratings of male and female TMH children on the specific skills considered to be the responsibility of the school (Table IV.9).

Examination of Teacher Ratings by Years of Teaching Experience and Number of Completed Special Education Courses

Table IV.10 provides a summary of an exploratory analysis in the form of cross tabulations carried out on the teacher sample. Results in this section may point to some differences, however, the limited numbers of teachers remaining in each group following subdivision was too limited to draw any definite conclusions. The analysis did indicate some potential differences, which warrant further study involving a larger group of TMH teachers. The teacher sample was divided into subgroups according to teaching experience. The two groups were those teachers with one to five years, and those with more than five years, experience. The teacher sample was also divided according to the number of university courses they completed in the area of special education. The groups were those teachers with one to five courses, those teachers with more than five courses and those teachers with no courses completed in special education. A further intention of the study had been to examine a breakdown of the teacher sample by inservice experiences. However, due to the great discrepancy in the numbers (4 versus 24) that would have existed in any breakdown, this procedure was considered to be unworkable and, therefore, was not done.

The percentage of agreement by the subgroups of teachers on items dealing with the general aims and objectives of a career education program was generally consistent with previous ratings by parents, teachers and employers. However, teachers with no special education

TABLE IV.10
PERCENTAGE OF TEACHERS AGREEING ON THE GENERAL AIMS AND OBJECTIVES OF A CAREER EDUCATION PROGRAM BY TEACHING EXPERIENCE AND BY NUMBER OF SPECIAL EDUCATION COURSES COMPLETED

ITEMS	TEACHING EXPERIENCE		UNIVERSITY COURSES		
	1-5 YEARS (22)*	> 5 YEARS (9)*	NONE (9)*	1-5 (8)*	> 5 (14)*
1. Pupil centered	100	100	100	100	100
2. Parent's consent for placement	100	100	100	100	100
3. Encourage parent involvement	90.3	88.9	88.9	75	100
4. Pupil participation	85.8	88.7	77.8	75	92.8
5. Placement procedure	90.5	99.4	88.9	100	92.8
6. regular assessment	95.2	100	100	100	92.9
7. Up-to-date student records	100	100	100	100	100
8. Use task analysis	100	100	100	100	100
9. Sequence skills	100	100	100	100	100
10. Initiate pre-school programs	95.2	100	100	90	100
11. Begin career education early in student's schooling	71.4	100	66.7	75	85.7
12. Consider geographic location	85.7	77.8	66.6	75	92.8
13. Use community resources	100	100	100	100	100
14. (a) Teach specific job skills	66.7	55.5	22.2	75	85.7
(b)Teach general job skills	62.4	100	77.8	75	85.8
(c) Teach academic skills	57.1	77.7	44.4	75	71.5
(d) Teach independent living skills	90.4	88.9	88.9	87.5	92.8
15. Consider regular class placements	77.2	88.8	77.8	87.5	78.6
16. Ensure students have a marketable skill	66.7	77.7	66.6	75	71.4
17. (a) Teacher provide career guidance	80	55.5	62.5	75	71
(b) Guidance counselor provide career guidance	45	33.3	12.5	62.5	43.8
(c) Both provide career guidance	65	88.9	50	87.5	72
18. Provide personnel inservice training	100	100	100	100	100
19. Logical curriculum format	100	100	100	100	100
20. Mandated curriculum	61.9	44.4	55.5	25	88.8
21. Set age limits to begin and terminate students from programs	61.9	66.6	55.5	75	57.3
22. (a) Prepare student in elementary years	57.1	77.7	55.6	87.5	50
(b) Prepare student in secondary years	33.3	33.3	22.2	25	42.9
(c) Prepare student in high school years	42.8	33.3	44.4	25	42.9
23. (a) Limits class size to 4-6	76.2	22.2	55.5	75	50
(b) Limits class size to 6-8	52.4	88.9	44.4	50	77.7
(c) Limits class size to 8-10	19	11.1	33.3	0	21.4

* Number of respondents

TABLE IV.11
PERCENTAGE OF TEACHERS AGREEING ON THE SPECIFIC SKILLS TAHT ARE THE RESPONSIBILITY OF THE SCHOOL PROGRAM BY TEACHING EXPERIENCE AND BY NUMBER OF SPECIAL EDUCATION COURSES COMPLETED

ITEMS	TEACHING EXPERIENCE		UNIVERSITY COURSES		
	1-5 YEARS (22)*	> 5 YEARS (9)*	NONE (9)*	1-5 (8)*	> 5 (14)*
1. Filling out application forms	90.5	88.9	88.9	75	100
2. Write a letter	76.2	55.5	77.7	62.5	71.5
3. Structured reading	80.9	55.5	77.8	62.5	78.6
4. Tell time	95.2	100	100	87.5	100
5. Handle money	100	100	88.8	100	100
6. Computational skills	76.1	88.9	44.4	75	87.7
7. (a) Communicate - at home	76.2	100	66.6	87.5	92.8
(b) Communicate - on the job	100	100	100	100	100
(c) Communicate - on the telephone	90.5	100	88.9	100	92.8
(d) Communicate - in groups	95.2	100	88.9	100	100
(e) Communicate - in school	100	100	100	100	100
(f) Communicate - in public	90.5	100	88.9	100	92.8
8. Leisure time activities	81	100	77.7	87.5	85.7
9. Physical Education	85.7	100	77.7	100	85.7
10. (a) Indoor safety	90.5	100	88.9	100	92.8
(b) Outdoor safety	95.2	100	100	100	92.8
(c) On the job safety	100	100	100	100	100
11. Use of transportation system	85.7	100	88.8	87.5	92.8
12. Use of community resources	85.7	100	88.8	87.5	92.8
13. Sex education	66.7	66.6	33.3	62.5	85.7
14. Moral beliefs	57.2	33.6	33.3	25	71.4
15. Hygiene	85.7	88.9	66.6	100	92.9
16. Independent living skills	95.3	88.9	100	87.5	92.9
17. Good nutrition	95.3	100	100	100	92.9
18. Food preparation	95.2	100	100	100	92.9

CONTINUED....

* Number of respondents

TABLE IV.11 (Continued)
PERCENTAGE OF TEACHERS AGREEING ON THE SPECIFIC SKILLS TAHT ARE THE RESPONSIBILITY
OF THE SCHOOL PROGRAM BY TEACHING EXPERIENCE AND BY NUMBER OF SPECIAL EDUCATION COURSES COMPLETED

ITEMS	TEACHING EXPERIENCE		UNIVERSITY COURSES		
	1-5 YEARS (22)*	> 5 YEARS (9)*	NONE (9)*	1-5 (8)*	> 5 (14)*
19. Citizenship responsibilities	95.2	100	100	87.5	100
20. (a) Interaction skills with family	80.1	88.8	77.7	62.5	100
(b) Interaction skills with supervisors	100	100	100	100	100
(c) Interaction skills with co-workers	100	100	100	100	100
(d) Interaction skills with friends	90.5	88.8	88.9	75	100
21. (a) Work with supervision	100	88.8	100	87.5	100
(b) Work without supervision	95.2	100	88.9	100	100
22. Work ethic	100	100	100	100	100
23. Follow directions	95.2	100	88.9	100	100
24. (a) Appropriate behavior - at home	71.4	77.7	66.6	75	78.6
(b) Appropriate behavior - on the job	95.2	100	100	87.5	100
(c) Appropriate behavior - social situation	90.2	100	100	87.5	92.9
(d) Appropriate behavior - at school	95.2	100	100	87.5	100
25. Work at consistent pace	100	100	100	100	100
26. Obey and respect authority	100	100	100	100	100
27. Accept criticism	95.2	100	88.9	100	100
28. Work on a team	95.2	100	100	100	92.9
29. Attend work daily	100	100	100	100	100
30. Perform tasks accurately	100	100	100	100	100
31. Be aware of time schedule	100	100	100	100	100
32. Fine motor skills	100	88.9	88.9	100	92.9
33. Job decisions	90.5	100	88.9	100	92.9
34. Tolerance	95.2	100	100	100	92.9
35. Physical stamina	95.2	88.9	100	87.5	92.9
36. Basic job requirements	100	100	100	100	100
37. Consistent on-task performance	95.2	100	100	100	92.9

* Number of respondents

courses did not perceive the need for career education programs to concentrate on teaching specific job skills. Only 22.2% of those teachers saw specific job skills to be important to career education programs whereas teachers with one to five courses and more than five courses provided 75% and 85% ratings respectively . In addition, teachers with no formal special training did not perceive the guidance counselor's involvement in career guidance as necessary -- 12.5% as compared with 43.8% and 62.5% of those teachers with one to five courses and more than five courses.

This finding may reflect a relative unwillingness on the part of teachers without formal training to be involved with other educators perceived as having appropriate training in a specific area. It may also reflect a desire on the part of such teachers to look after their own complete program. In addition, teachers with no training may view career education as being centered more on general job and independent living skills.

TMH teachers' perceptions (regardless of their years of teaching experience and special education courses completed) of the specific skills that are the responsibility of the school, generally coincided with previous evaluations by parents, teachers and employers (see Table IV.11). However, TMH teachers with no university courses in special education compared with TMH teachers with formal training did not state the need to include teaching computational skills (44.4% versus 75% and 85.7%), sex education (33% compared to

TABLE IV.12
PERCENTAGE OF PARENTS AGREEING ON SPECIFIC GOALS FOR THEIR TMH CHILD'S FUTURE

GOALS	TMH STUDENTS		
	TOTAL	ELEMENTARY LEVEL (49)	SECONDARY LEVEL (57)
Dependent living setting	40.6	32.7	47
Independent living setting	55.7	61.2	50.9
Sheltered employment	48.1	44.9	50.9
Competitive employment	43.4	49	38.6

62.5% and 85.7%), hygiene (66% as opposed to 100% and 92.9%), and communication skills in the home (66.6% versus 87.5% and 92.8%) . It may be that these teachers classify these particular skills as unnecessary or as being the responsibility of the home.

Parent Perceptions

Parents seemed unsure of their general goals for their TMH child's future. Many parents seemed to think that their children were capable of living in an independent setting. More parents of elementary level TMH children (49%) saw competitive employment as a viable future goal than did parents of secondary level TMH students (38.6%) (Table IV.12).

The more positive attitude noted by parents of elementary level TMH children might be related to changing trends in educational programming for TMH children during the past decade. These changes are the result of legislation and litigation that have made daily programming a possibility for all TMH children. However, it also may be that parents of elementary TMH pupils have not set realistic goals for their children. While this is a possibility, the writer was of the opinion that the main reason for higher expectations of parents of elementary TMH pupils rests with the heightened interest in career development and the nature of school programming available to TMH pupils entering schools within the past decade.

V. SUMMARY AND CONCLUSIONS

A. Summary of the Study

The increased enrollment of exceptional students in special and regular classes combined with the high level of unemployment among handicapped individuals, pointed to the need to develop a comprehensive approach to career development programs for TMH individuals (Cook, 1983; Kokaska, 1983; Wehman, 1983). In addition, Brolin and Kokaska (1979) advocated the involvement of parents, teachers and employers in developing a cooperative career education curriculum for TMH individuals.

With this in mind, this study surveyed parents, teachers and employers to investigate the following questions:

1. Are parent perceptions of the general goals and objectives of a career education curriculum for TMH students comparable to teacher and employer perceptions?
2. To what extent do parents, teachers, and employers agree on the specific skills that should be the responsibility of the school?
3. Will ratings differ on the goals, objectives and content of career education programs between:
   a. parents of elementary and secondary level TMH students;
   b. teachers of elementary and secondary level TMH students;

c. employers involved in a work experience program and employers not involved in such a program?

4. Do variables such as sex of the parent's TMH child affect parent perceptions, and do teacher's years of teaching experience and completed special education courses affect teacher perceptions of the goals, objects and content of a career education program for TMH students?

5. What are parent's future expectations for their TMH child?

Following a review of literature on career education, a two part questionnaire was developed and utilized to gain information pertinent to the previously stated research questions.

The parent group was made up of the one hundred and six parents of TMH children attending one of the participating schools. Thirty-one teachers of TMH students, fourteen employers who were participating in a work-experience program and eight general employers, all of whom returned completed questionnaires, composed the remaining sample groups. During analysis, parent and teacher groups were divided into subgroups by level of schooling, sex of the TMH student, teaching experience and the number of completed special education teacher training courses.

The percentages of participants in each group or subgroup positively responding to each item on the questionnaire dealing with the goals, objectives and content

of a career education program for TMH student was computed. These percentages were then compared for each item across groups and subgroups.

Parents', teachers' and employers' perceptions of the goals and objectives of a career education program for the TMH were generally consistent. Approximately 80% or more agreed that career education programs should be pupil centred with provision made for preschool TMH programs, on-going assessments, ongoing record keeping, the teaching of marketable skills, and student participation in job related discussions. The three groups also agreed that teachers should have regular inservice, and that the curriculum should have a logical sequence, use a task analysis approach, provide instruction in independent living and general job related skills, begin career education programs at the elementary level, and mainstream when appropriate. In addition, they agreed that parental consent for placement, as well as involvement and participation in programming should be encouraged and that community resourses should be utilized in career education programs. All three groups disagreed with having class sizes of over 8-10 TMH students, as well they did not endorse mandating a curriculum or setting times to begin and to terminate pupil programs . Parents, teachers and employers did not endorse waiting until the secondary or high school level to begin career education programs, or teaching mainly specific job skills . Furthermore, parents placed more emphasis on their

child's learning academic skills than did teachers or employers. Teachers, however, considered career guidance their responsibility.

Results on Part Two of the questionnaire illustrated that parents, teachers and employers were generally in agreement on the specific skills that should be the responsibility of the school. Approximately 80% or more agreed that TMH students should learn communication and social interaction skills, safety rules, time scheduling, and physical exercises to use in both daily living and on the job. All three groups also agreed that basic ethical work habits such as daily attendance, tolerance, and the ability to follow directions should be taught in school. As well, personal living skills, hygiene, and community living skills such as use of recreation facilities and public transportation systems were seen as important by all three groups. In addition, all three groups viewed money management skills and completion of a job application form as necessary skills that were the responsibility of the school.

Less then 80% of parents, teachers and employers considered the teaching of sex education, appropriate home behaviors or moral beliefs, as the responsibility of the school. In addition, less then 80% of parents and employers saw the teaching of leisure time skills, family interaction and communication skills as being the responsibility of the school. Parents did strongly support the teaching of

academic skills such as letter writing and reading to TMH students.

Responses to the survey were further analyzed by dividing parents, teachers and employers into three subgroups: 1. parents with TMH children at the elementary level versus those with children at the secondary level; 2. teachers who taught TMH pupils at elementary level versus those who taught at the secondary level; 3. employers who participated in work-experience programs for the TMH versus those who did not. This breakdown yielded results consistent with those noted in the three main groups. All six subgroups were generally in agreement on the aims, objectives and content of a career education program for the TMH. However, the breakdown did indicate that teachers of secondary level TMH students were more in favor of mainstreaming, mandating a curriculum and beginning career education at the elementary level than were teachers of elementary level TMH students. Meanwhile, teachers of elementary level TMH students supported the notion of smaller student enrollment per class. This breakdown also indicated that participating employers were more in favor of teaching academic skills and setting time limits to begin and terminate TMH programs than were general employers.

Parents of female TMH students and parents of male TMH students did not differ in their perceptions of the goals, objectives and content of career education programs for the TMH.

Years of teaching experience did not affect teacher ratings on the questionnaire. Ratings were consistent with those reported earlier by the three main groups of parents, teachers and employers. In addition, the number of university courses completed in the area of special education did not generally affect teacher ratings of the goals, objectives and content of a career education program. However, teachers with no special education courses did not perceive the need for career education programs to concentrate on teaching specific skills, to involve the guidance counselor in career planning for the TMH student, and to teach computational skills, sex education or hygiene. Teachers with special education courses had more positive responses to these items.

Participating employers had more positive responses to items dealing with letter writing, fine motor skills, independent living and social interaction skills, as well as the job related skills of accepting criticism, working at a consistent pace, working on a team, and making job decisions than did general employers.

Finally, more parents of elementary level TMH children than those of secondary level TMH children stated that their children were capable of living in an independent setting and obtaining competitive employment.

B. Limitations of the Study

Because of the relatively small number of respondents to the the survey, generalizations and conclusions based on the data must be viewed with caution. Of particular concern is the possibility that returned questionnaires may be from those who felt more positively about career education for TMH individuals .

In addition, the unequal size of the groups, along with the limited number of responses in the employers' groups did not allow differences in the groups to be compared using a test of significance, such as chi square. The chi square, in this case, would have had little statistical validity. Future research should endeavor to have larger groups of equal size and also utilize an interview method for collecting data because of the problems previously mentioned with survey questionnaires.

C. Conclusions

Parent, teacher and employer ratings of the goals and objectives of a career education program for TMH students, as well as the specific skills they considered the responsibility of the school, were generally in agreement. Such agreement, by these three groups, suggested that collaboration on planning a career education program for TMH students could enhance the program's development as well as improve communication among individuals directly involved with TMH children. Involving all three groups in program

planning would allow each group to discuss their concerns for the TMH child, their preceptions of the content of such a program and what specific skills should be included to best meet the needs of the TMH student. In addition, the involvement of parents, teachers and employers may lead to a more organized and better sequenced career education curriculum in which those involved in the planning may also be willing to be involved directly or indirectly in the implementation of the program. Such involvement can only enhance the education of the TMH child.

The importance of open communication and involvement between the home and school has been pointed out in several studies (Alper, 1981; Barry, 1982; Kelly, 1973). Again, in this study, parents expressed a willingness to participate in their child's schooling. This willingness to help can be utilized by teachers to reinforce in the home what is being taught in the school.

Furthermore, open communication between parents and teachers permits and encourages discussion of controversial issues with the result that a compromise may be reached that is satisfactory to both groups. Some controversial issues were evident in the study, for example, the role of academic skills in a career education program. Parents comments on the questionnaire as well as their circled responses appeared to indicate a desire to have more structured academic skills included in the curriculum. With increased communication between parents and teachers, teachers can

explain the role of academic skills within a career education program, explain how and why they are taught and enlist parental support in teaching and reinforcing academic concepts.

Skills noted by employers to be the responsibility of the school and to be essential for obtaining employment were similar to the skills reported in studies by Foss and Peterson (1981), Piuma (1980), and Smith (1981). Indeed, this study appeared to confirm that employers have definite opinions on the skills that students require to be able to work and live independently. However, because of the limited sample size, results cannot be taken as conclusive. Further research, involving a larger sample, is needed in this area. As well, future research projects with employers should examine employer willingness to hire handicapped students, and to participate in the program planning aspect of education of TMH students.

The fact that teachers of elementary and secondary level TMH students differed in their perceptions of when to begin a career education program, pointed to a need for more open communication between these two groups of teachers. To be successful, career education programs need to be sequential, beginning when the TMH child enters schools (Cronk, 1982). Such continuing programs require long term planning as well as opportunities to practice newly acquired skills. Such practice is necessary to reinforce the basic skills necessary for the future learning of the TMH child

(Gearheart and Litton, 1975). Perhaps elementary and secondary level TMH teachers could collaborate to better plan when to begin career education programs. In addition, planning could address making career education relevant and meaningful at the elementary level while stressing the importance of beginning early in the TMH child's development. Studies are needed to determine: whether these programs have a logical development throughout the TMH child's schooling; how comparable existing programs are to the career education model proposed by Brolin and Kokaska (1979); and the long term effectiveness of career education programs with the TMH children.

Respondents to this study seemed to view 6-8 students as the maximum number of pupils per TMH class. Most classes in this study, however, contained more than eight students. TMH children enter school with diverse abilities and needs which can only be met when the number of pupils per class allows for individualized programming. A future study should address optimal class size as well as data on existing pupil/teacher ratios. Existing Alberta Education guidelines suggest a ratio of eight pupils per teacher. Given that many respondent's classes exceeded this number, those responsible for TMH programs may want to further investigate this aspect.

With more effective programming and evaluative procedures, teachers can note areas where parents can assist in teaching a skill, mainstream where feasible, and devote

more time to appropriate career development programming. A follow up study should investigate the willingness of parents to be directly involved at the school in their TMH child's educational program as well as the willingness of teachers to accommodate this involvement. In addition, the attitudes and willingness of regular classroom teachers to participate in career education programs, and with mainstreamed TMH pupils, should be surveyed.

Issues such as who, if anyone, is responsible for teaching sex education and moral beliefs to TMH students were unresolved in this study. All three groups were reluctant to include these dimensions as the total responsibility of the school. Further research is needed to address these issues. For example, where does the responsibility rest? Should it be jointly shared by the home and the school, or is it the responsibility of one group and not the other?

Teachers with university training in special education appeared to be more flexible in their attitudes concerning career education programming for the TMH. It may be that their special training has given them a greater understanding of their role in the child's life. In fact, teachers with special education training were more willing to involve guidance counsellors in career education programs and commented on the need to involve other professions, such as nursing and occupational therapy, in their educational programs. Replication of this aspect of the study on a

larger sample may provide further insights as to differences between Special Education-trained and untrained teachers.

The majority of parents, teachers and employers disagreed with mandating a career education curriculum for the TMH, suggesting that programs should be flexible. Once the specific skills have been outlined in a program, teachers should be trusted to meet these needs in ways that best suit their students. Mandating a curriculum without the participation or agreement of parents and teachers could result in a curriculum which is not accepted or utilized. However, leadership in the development of such programs by university and education department officials is necessary to effect such change, particularly when one considers the number of teachers untrained in Special Education who are teaching in the field.

In summary, it would appear that parents, teachers and employers are in agreement on the goals, objectives and content of a career education program for TMH students. While there are varying opinions on some issues, the generally consistent agreement on what constitutes a career education program can be utilized to bring parents, teachers and employers together to plan and develop appropriate career education programs. In addition, such agreement, indicating that all three groups have similar concepts of what constitutes a career education program, should lead to more open communication between these three groups, and within these three groups. The fostering of such

communication would help coordinate the home, school and community in an effort to facilitate the expansion of the TMH individual's potential for economic, social and personal fulfilment (Brolin and Kokaska, 1979).

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APPENDIX A

Questionnaire

APPENDIX A: Questionnaire

PART I

On the right side of the listing, please circle the number that best describes how you feel about the item. Circle 1 if you strongly disagree (SD) with the item; 2 for disagree (D); 3 if you are indifferent (I); 4 for agree (A); and 5 if you strongly agree (SA) with the item.

Career Education programs for trainable mentally handicapped individuals should:

	SD	D	I	A	SA
1. be centered around the pupil's individual needs, keeping in mind his/her present abilities and goals.	1	2	3	4	5
2. have the parent's understanding and consent before the child is placed in such a program	1	2	3	4	5
3. encourage parents to become involved in the planning of their child's schooling so that they are aware of the child's level of performance and the school's expectations for him/her	1	2	3	4	5
4. allow the student to participate in group discussions dealing with his/her job choices and future plans	1	2	3	4	5
5. set up a placement procedure, involving the parent, teacher, principal and counsellor, to look at each child's skills and to determine long and short term goals for each child	1	2	3	4	5
6. assess each child before entry to the program and continue to do so throughout his/her placement in a special class, at least every two years	1	2	3	4	5
7. keep up-to-date student records in order to demonstrate what skills the student has mastered and what needs must still be met	1	2	3	4	5
8. break tasks to be taught into manageable parts to ensure that the student will meet with success in task performance	1	2	3	4	5

9. present skills in a logical order from easy to difficult, so that they are appropriate for the child's age, development and level of functioning
   1 2 3 4 5

10. initiate programs whereby parents can receive assistance for their child at a pre-school age, if they so desire
    1 2 3 4 5

11. introduce the concepts of careers and employment early in the student's schooling so that he/she fully understands what careers are and what they entail
    1 2 3 4 5

12. consider geographic location in order to train pupils for skills relevant for occupations that are available
    1 2 3 4 5

13. take advantage of the wide range of community resources at the school's disposal for work-study programs
    1 2 3 4 5

14. concentrate on
    a. teaching the student specific skills for a job
       1 2 3 4 5
    b. teaching general skills so the student can consider several jobs
       1 2 3 4 5
    c. teaching general academic skills such as reading and math
       1 2 3 4 5
    d. teaching general independent living skills such as cooking, laundry
       1 2 3 4 5

15. consider regular class placement for all subjects if appropriate to the student's needs
    1 2 3 4 5

16. ensure that all students have obtained a marketable skill prior to leaving school
    1 2 3 4 5

17. ensure that the student is aware of and knowledgeable about, different occupations he/she can pursue by providing adequate career guidance from
    a. teacher 1 2 3 4 5
    b. guidance counsellor 1 2 3 4 5
    c. both the teacher and guidance counsellor 1 2 3 4 5

18. provide for inservice training to ensure that staff are well prepared to implement programs

	1	2	3	4	5
19. have a curriculum format that is presented in a logical manner, making it easy for teachers or parents to use	1	2	3	4	5
20. be a consistent, mandated curriculum to be used by the teacher for an entire group	1	2	3	4	5
21. have a lower age limit to begin the program, and an upper age limit to terminate students from the program	1	2	3	4	5
22. begin to prepare students for the program in					
a. early elementary years	1	2	3	4	5
b. post-secondary years	1	2	3	4	5
c. high school years	1	2	3	4	5
23. to ensure that individual needs are met, limit the number of students per class to:					
a. 4 - 6	1	2	3	4	5
b. 6 - 8	1	2	3	4	5
c. 8 - 10	1	2	3	4	5
24. Other considerations (list)					
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
e. _____	1	2	3	4	5

PART II

As for Part I, circle the number that best describes how you feel about each item. Circle 1 if you strongly disagree (SD) with the item; 2 for disagree (D); 3 if you are indifferent (I); 4 for agree (A); and 5 if you strongly agree (SA) with the item.

An increasing emphasis has been placed on teaching trainable mentally handicapped citizens to live and function independently in the community. Many trainable mentally handicapped persons might be capable of living independently and supporting themselves financially, if they had the skills needed. Assuming that trainable mentally handicapped students will be employable, which the following skills should the school be responsible for:

	SD	D	I	A	SA
1. how to fill out an application form	1	2	3	4	5
2. how to write a letter	1	2	3	4	5
3. a structured reading program	1	2	3	4	5
4. to tell time	1	2	3	4	5
5. to handle and manage money	1	2	3	4	5
6. arithmetic computational skills (addition, multiplication, etc.)	1	2	3	4	5
7. to communicate and express oneself					
a. at home	1	2	3	4	5
b. on the job	1	2	3	4	5
c. on the telephone	1	2	3	4	5
d. in groups	1	2	3	4	5
e. in school	1	2	3	4	5
f. in public	1	2	3	4	5
8. leisure time activities (i.e. swimming, games)	1	2	3	4	5
9. physical education exercises (i.e. swimming, jogging)	1	2	3	4	5
10. to take normal safety precautions					
a. indoors-at home	1	2	3	4	5
b. outdoors	1	2	3	4	5
c. on the job	1	2	3	4	5
11. how to use the public transportation system	1	2	3	4	5
12. how to use community resources at one's disposal (e.g. bank, post office, hospital, etc.)	1	2	3	4	5
13. sex education	1	2	3	4	5
14. moral beliefs and social standards	1	2	3	4	5
15. hygiene (i.e. personal cleanliness and grooming)	1	2	3	4	5
16. independent living skills such as					

	houskeeping chores	1	2	3	4	5
17.	good nutrition	1	2	3	4	5
18.	food preparation	1	2	3	4	5
19.	responsibilities as a citizen in a community (i.e. obeying laws, keeping parks clean, etc.)	1	2	3	4	5
20.	social skills in order to positively interact with					
	a. family	1	2	3	4	5
	b. authority figures	1	2	3	4	5
	c. co-workers	1	2	3	4	5
	d. friends	1	2	3	4	5
21.	work independently					
	a. with supervision	1	2	3	4	5
	b. without supervision	1	2	3	4	5
22.	understand the work tehic (i.e. being on time, working hard, etc.)	1	2	3	4	5
23.	to attend to and follow simple directions	1	2	3	4	5
24.	appropriate social behavior					
	a. at home	1	2	3	4	5
	b. on the job	1	2	3	4	5
	c. in social situations (i.e. restaurants)	1	2	3	4	5 v49
	d. at school	1	2	3	4	5
25.	to work at a consistent pace while on the job	1	2	3	4	5
26.	to obey and respect authority					
27.	to accept criticism with good grace	1	2	3	4	5
28.	how to be a part of a team and work with others	1	2	3	4	5
29.	to attend work daily	1	2	3	4	5
30.	wo perform tasks accurately	1	2	3	4	5
31.	to be aware of the time schedule in which to perform the job	1	2	3	4	5
32.	hand and finger movements or fine manipulations necessary for job performance	1	2	3	4	5
33.	the ability to make choices and decisions on the job	1	2	3	4	5
34.	tolerance for the repetitive nature of some jobs	1	2	3	4	5
35.	physical strength and stamina to stay on task	1	2	3	4	5
36.	how to remember basic requirements (i.e., job location, procedures)	1	2	3	4	5
37.	consistent, continuous on-task performance when working	1	2	3	4	5
38.	Other skills (list)					
	a. _____	1	2	3	4	5
	b. _____	1	2	3	4	5
	c. _____	1	2	3	4	5

d. _____ 1 2 3 4 5
e. _____ 1 2 3 4 5

APPENDIX B

Parent and Teacher Supplement

APPENDIX B: Parent and Teacher Supplement

Parent Supplement

Age of Child: _____

Sex: _____

Has your child been involved in a work experience program?

Yes_____ No_____

If "yes", what type:

_____

For how long: _____

How long has your child been involved in a school setting?

_____

Has your child been in a preschool program?

Yes_____ No_____

Circle the general goals you have for your child in the future:

a. dependent living setting

Yes_____ No_____

b. independent living setting

Yes_____ No_____

c. sheltered employment

Yes_____ No_____

d. competitive employment

Yes_____ No_____

Teacher Supplement

Number of years of teaching experience: _____

Number of Special Education courses completed: _____

Number of Special Education inservice experiences (approximate):

_____

APPENDIX C

Covering Letters

APPENDIX C: Covering Letters

March 22, 1983

Dear Employer,

Educational programs have begun to address ways and means of helping the retarded to become more productive and functional citizens. One of those ways is to provide the retarded with employable skills. This usually refers to general rather than job-specific skills, and incluedes how to follow directions, how to get along with fellow workers and other personal job-related skills.

As a teacher of retarded children, I believe the views of employers who participate in work experience programs are very important to the development of special educational programs. At present, I am completing a thesis for my Master's Degree in Special Education at the University of Alberta on career education programs for the retarded. I am requesting your assistance in developing a profile of what employers believe should be included in a school program. Your response to this survey is crucial to the development of this profile related to:

1. the overall objectives of career education
2. the skills and subject matter taught
3. the skills individual students should be taught to become as independent and as employable as possible.

As an employer, you expect the individuals you hire to have obtained certain skills while in school. Therefore, your ideas as to what should be included in a career education program will provide valuable information for future program planning.

The questionnaire requires little time to complete and only involves circling a response for each of a list of items. All information you give will be kept completely confidential. Only group results will be reported and no single employer will be identified. I hope you will complete the enclosed questionnaire and return it in the envelope provided on or before April 29, 1983. At the completion of the project, a summary of the results will be provided to each participant.

If you require further information on the questionnaire, or

assistance in completing it, please contact me at 432-5892 on a Tuesday or Thursday between the hours of two and four.

Thank you for your cooperation.

Yours truly,

March 22, 1983

Dear Employer,

As a teacher of retarded children, I believe the views of employers who participate in work experience programs are very important to the development of special educational programs. At present, I am completing a thesis for my Master's Degree in Special Education at the University of Alberta on career education programs for the retarded. I am requesting your assistance in developing a profile of what employers believe should be included in a school program. Your response to this survey is crucial to the development of this profile related to:

1. the overall objectives of career education
2. the skills and subject matter taught
3. the skills individual students should be taught to become as independent and as employable as possible.

As an employer, you expect the individuals you hire to have obtained certain skills while in school. Therefore, your ideas as to what should be included in a career education program will provide valuable information for future program planning.

The questionnaire requires little time to complete and only involves circling a response for each of a list of items. All information you give will be kept completely confidential. Only group results will be reported and no single employer will be identified. I hope you will complete the enclosed questionnaire and return it in the envelope provided on or before April 29, 1983. At the completion of the project, a summary of the results will be provided to each participant.

If you require further information on the questionnaire, or assistance in completing it, please contact me at 432-5892 on a Tuesday or Thursday between the hours of two and four.

Thank you for your cooperation.

Yours truly,

Dear Parent,

As a teacher of retarded children, I believe the views of employers who participate in work experience programs are very important to the development of special educational programs. At present, I am completing a thisis for my Master's Degree in Special Education at the University of Alberta on career education programs for the retarded. I am requesting your assistance in developing a profile of what employers believe should be included in a school program. Your response to this survey is crucial to the development of this profile related to:

1. the overall objectives of career education
2. the skills and subject matter taught
3. the skills individual students should be taught to become as independent and as employable as possible.

As a parent, you have expectations of what your child should accomplish while in school. Therefore your ideas as to what should be included in a career education program will provide valuable information for future program planning.

The questionnaire requires little time to complete and only involves circling a response for each of a list of items. All information you give will be kept completely confidential. Only group results will be reported and no single parent will be identified. I hope you will complete the enclosed questionnaire and return it in the envelope provided on or before May 6, 1983. At the completion of the project, a summary of the results will be provided if you list your phone number on the questionnaire so that I can call you, or call me in August.

If you require further information on the questionnaire, or assistance in completing it, please contact me at 432-5892 on a Tuesday or Thursday between the hours of two and four.

Thank you for your cooperation.

Yours truly,

Dear Teacher,

As a teacher of retarded children, I believe the views of employers who participate in work experience programs are very important to the development of special educational programs. At present, I am completing a thisis for my Master's Degree in Special Education at the University of Alberta on career education programs for the retarded. I am requesting your assistance in developing a profile of what employers believe should be included in a school program. Your response to this survey is crucial to the development of this profile related to:

1. the overall objectives of career education
2. the skills and subject matter taught
3. the skills individual students should be taught to become as independent and as employable as possible.

As a teacher, you have expectations of what the individuals in your care should accomplish while in school. Therefore your ideas as to what should be included in a career education program will provide valuable information for future program planning.

The questionnaire requires little time to complete and only involves circling a response for each of a list of items. All information you give will be kept completely confidential. Only group results will be reported and no single teacher will be identified. I hope you will complete the enclosed questionnaire and return it in the envelope provided on or before April 22, 1983. At the completion of the project, a summary of the results will be provided to each participant.

If you require further information on the questionnaire, or assistance in completing it, please contact me at 432-5892 on a Tuesday or Thursday between the hours of two and four.

Thank you for your cooperation.

Yours truly,

APPENDIX D

Summary of Comments on Questionnaires

APPENDIX D: Summary of Comments on Questionnaires

Summary of Comments on Parent Questionnaires

Parents' comments reflected a desire for more open communication and involvement between the home and the school. They noted that skills taught in school could be reinforced at home, thus building a closer relationship between the home and school. One parent even suggested using parents as volunteers or para-professionals.

Parents also expressed a need for a positive relationship between their children and teachers. They wanted teachers to be patient, loving and caring while, at the same time, recognizing the TMH student's limitations. In addition, parents expected teachers to respect their TMH children' program to meet their needs, and be willing to listen to parent's concerns about their TMH child's future. Parents also wanted schools to teach more academic skills similar to those taught in regular classes.

The need to have trained teachers and other professionals such as speech therapists involved in career education programs was considered essential by parents. As well, parents wanted preschool and post-school vocational training programs to be provided for their children.

While most parents agreed with the items contained in the survey questionnaire, some thought the notion of TMH students being independent or employed in a competitive work setting unrealistic. One respondent described such a career

education program as a "Utopia" as TMH students were incapable of mastering such skills.

However, the following letter is indicative of the majority of comments received from parents.

> If only things were that simple! When my son was 1 year old, I did not know what his capabilities would be, and I took it a day at a time. Hopefully we have given him, through home and school, the skills needed to be as independent and productive as he is able. He will not need a completely "dependent living setting" but he may not need a totally "independent living setting" either. So a plain yes or no answer does not serve any purpose. I'm afraid questionnaires frustrate me, I've seen so many, and they always raise more questions, or don't allow complete answers! But thank you for caring enough to work with the handicapped! My son has had many wonderfull instructors and teachers over the years. Thank goodness so much is being done, and they are being recognized as citizens in their own right!

Summary of Comments on Teacher Questionnaires

Teachers noted that it was unrealistic to expect the school to be responsible for the TMH child's total education. They saw a need for cooperation between the home and the school. As well, teachers wanted other professions, such as public health nurses and psychologists to become involved in the educational process of the TMH child.

Teachers also noted the necessity of having a realistic concept of the student's abilities and the need to share and discuss their concepts with the child's parents. Others wanted job-related skills to be the focus of the high school curriculum only.

Summary of Comments on Employer Questonnnaires

Only one employer commented on his questionnaire to state that he had enjoyed working with TMH students and considered them capable workers when supervised.

APPENDIX E

Number of Respondents in each category (SD - Strongly Disagree; D - Disagree;
I - Indifferent or no strong viewpoint; A - Agree; SA - Strongly Agree)
for Table IV.4 dealing with the general goals and objectives of career education programs for the TMH

ITEM NUMBER	PARENTS (108)					TEACHERS (31)					EMPLOYERS (22)*				
	SD	D	I	A	SA	SD	D	I	A	SA	SD	D	I	A	SA
1	0	2	0	46	58	0	0	0	10	21		1	0	10	11
2	0	1	2	50	53	0	0	0	21	10		1	1	14	6
3	0	1	8	41	56	0	1	2	13	15		1		10	11
4	1	3	6	48	48	0	2	3	16	10	1	2		6	13
5	0	1	4	46	55	0	0	2	19	10				8	14
6	0	2	6	46	52	0	1	0	14	16		2	1	12	7
7	0	1	3	50	52	0	0	0	13	18				9	13
8	0	2	7	52	45				14	17			4	9	9
9	0	2	0	58	46				13	18			1	10	11
10	3	2	9	38	54			1	11	19			4	8	10
11	2	11	9	45	39	0	3	4	14	10	1	1	2	10	8
12	3	11	10	49	33	1	5	0	12	12		2	5	13	2
13	1	2	5	58	40				16	15		1	3	10	8
14a	5	17	11	36	35	4	3	4	12	8		5	4	9	4
14b	4	10	11	53	28	1	2	3	15	10		3	1	15	3
14c	1	6	12	51	36	3	5	3	12	8	2	4	4	10	2
14d	1	6	6	41	51	0	1	2	11	17			4	7	11
15	3	4	10	54	35	0	3	3	14	11		3	3	12	4
16	3	3	5	48	46	1	4	4	14	8		2	4	11	5
17a	6	9	8	28	15		6	4	11	11	1	7	3	9	2
17b	6	51	10	26	13	7	8	4	8	4		8	3	9	2
17c	5	3	8	40	50	1	7	2	13	8	0	1	3	14	4
18	0	3	2	49	52				11	20				15	7
19	0	2	5	50	48				13	18		1	4	10	7
20	19	29	10	33	15	4	6	4	10	7	5	8	4	4	1
21	8	21	13	33	31	3	5	4	12	7	2	9	5	5	1
22a	2	25	12	34	33	2	6	4	12	7	1	2	1	13	5
22b	8	51	8	29	10	2	15	4	8	2	7	9	2	3	1
22c	6	64	4	17	15	1	14	4	7	5	6	8	3	4	1
23a	8	42	10	24	22	1	10	2	11	7	1	3	4	8	6
23b	5	35	7	27	31	1	10	1	9	10	2	10	2	7	1
23c	14	72	9	8	3	4	18	3	4	2	6	8	5	2	1

* Number of respondents

Number of Respondents in each category (SD - Strongly Disagree; D - Disagree;
I - Indifferent or no strong viewpoint; A - Agree; SA - Strongly Agree)
for Table IV.5 dealing with the specific skills that are the responsibility of the school

ITEM NUMBER	PARENTS (108)					TEACHERS (31)					EMPLOYERS (22)*				
	SD	D	I	A	SA	SD	D	I	A	SA	SD	D	I	A	SA
1	3	4	11	45	43			3	14	14		2	3	8	9
2	3	6	12	46	39	2	3	4	13	9		4	4	8	6
3	2	2	5	41	51	2	3	3	16	7		7	3	10	2
4	1	2	1	39	63			1	10	20			3	11	8
5	3	2	1	31	69			1	12	18			1	11	10
6	3	2	9	52	41	2		4	18	7		2	5	13	2
7a	3	14	12	44	32	2		3	11	15	1	3	4	9	5
7b	0	2	1	53	50				12	19			3	13	6
7c	2	3	8	52	41			2	14	15			2	14	6
7d	2	4	4	53	43	1			14	16			2	15	5
7e	0	3	2	52	49				13	18			2	16	4
7f	2	6	4	50	44	1		1	13	16			4	15	3
8	4	9	11	48	33	1		4	15	11		3	5	11	3
9	2	3	12	50	39	2		2	16	11		1	4	13	4
10a	2	8	13	35	48			2	14	15	1	1	5	7	8
10b	1	6	9	38	52			1	15	15			2	12	8
10c	0	6	5	37	58				16	15			1	11	10
11	3	5	8	39	51			3	11	17			3	17	12
12	2	3	10	44	47			3	11	17			1	13	8
13	6	9	13	40	38	1	6	4	7	13		3	2	9	8
14	9	14	12	37	33	3	9	4	8	7		5	4	8	5
15	0	10	10	31	55	1	1	2	9	18			1	13	8
16	2	6	9	46	43		1	1	15	14		1	2	12	7
17	0	6	6	48	46			1	16	14			1	12	9
18	0	4	9	50	43		1		18	12			3	15	4
19	2	6	4	48	46			1	19	11			1	14	7
20a	3	12	12	46	33		1	4	12	14		8	2	7	5
20b	3	5	11	51	36				15	16			3	12	7
20c	0	4	8	54	40				15	16			1	17	8
20d		8	9	51	38			3	13	15			5	9	8
21a	2	3	7	57	37			1	15	15		2	3	9	8
21b	2	21	11	38	34		1	1	13	17	1	1	1	11	8
22	1	1	5	47	52				17	14			1	11	10
23	1	1	1	55	48			1	14	16				11	11

CONTINUED...

Number of Respondents in each category (SD - Strongly Disagree; D - Disagree; I - Indifferent or no strong viewpoint; A - Agree; SA - Strongly Agree) for Table IV.5 dealing with the specific skills that are the responsibility of the school (CONTINUED)

ITEM NUMBER	PARENTS (106)					TEACHERS (31)					EMPLOYERS (22)*				
	SD	D	I	A	SA	SD	D	I	A	SA	SD	D	I	A	SA
24a	4	11	11	42	38	4	4	13	10		4	5	6	7	
24b		3	5	46	52		1	16	14			1	11	10	
24c	2	6	8	39	51		2	14	15			1	12	9	
24d	2	1	1	47	55		1	15	15			2	10	10	
25	0	2	12	58	34			20	11		1	1	15	5	
26	0	2	6	47	51			20	11				15	7	
27		5	9	60	32		1	20	10			3	12	7	
28			4	59	43		1	19	11			2	12	8	
29		3	3	54	46			21	10				15	7	
30		2	4	58	42			21	10			1	16	5	
31		3	4	59	40			21	10			1	16	5	
32	1	3	12	55	35		2	22	7		3	4	12	3	
33	2	4	11	56	33		2	20	9		4	3	13	2	
34	1	7	17	57	30		1	20	10		1	3	15	3	
35	1	6	14	60	25		2	22	7		1	2	18	1	
36	1	1	4	64	36			19	12				16	6	
37	2	2	3	66	33		1	20	10			1	15	6	

* Number of respondents